

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180044

Grants.gov Tracking#: GRANT12658861

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180044

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/21/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Hawaii

* b. Employer/Taxpayer Identification Number (EIN/TIN):

99-6000354

* c. Organizational DUNS:

9650880570000

d. Address:

* Street1:

2440 Campus Road, Box 368

Street2:

* City:

Honolulu

County/Parish:

* State:

HI: Hawaii

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

96822-2234

e. Organizational Unit:

Department Name:

Center for Pacific Is Studies

Division Name:

SPAS

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Prof.

* First Name:

Terence

Middle Name:

Anthony

* Last Name:

Wesley-Smith

Suffix:

Title:

Director

Organizational Affiliation:

* Telephone Number:

808 956 6077

Fax Number:

808 956 7053

* Email:

twsmith@hawaii.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Application for National Resource Center and Foreign Language and Area Studies funding for the Pacific Islands region under the Title VI program administered by the US Department of Education

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,933,157.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,933,157.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Hawaii

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	122,818.00	150,373.00	147,267.00	132,625.00		553,083.00
2. Fringe Benefits	30,741.00	33,313.00	34,811.00	35,139.00		134,004.00
3. Travel	58,236.00	76,475.00	65,023.00	71,532.00		271,266.00
4. Equipment						
5. Supplies	250.00	2,750.00	250.00	3,250.00		6,500.00
6. Contractual	17,000.00	5,000.00	12,000.00	5,000.00		39,000.00
7. Construction						
8. Other	18,017.00	25,198.00	6,582.00	25,198.00		74,995.00
9. Total Direct Costs (lines 1-8)	247,062.00	293,109.00	265,933.00	272,744.00		1,078,848.00
10. Indirect Costs*	19,765.00	23,449.00	21,275.00	21,820.00		86,309.00
11. Training Stipends	192,000.00	192,000.00	192,000.00	192,000.00		768,000.00
12. Total Costs (lines 9-11)	458,827.00	508,558.00	479,208.00	486,564.00		1,933,157.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 32.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180044

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Hawaii		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P015A180044

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kathleen Yoshinaga	Grants Specialist
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Hawaii	06/21/2018

Standard Form 424B (Rev. 7-97) Back

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment

Delete Attachment

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Hawaii

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Kathleen Middle Name:
* Last Name: Yoshinaga Suffix:
* Title: Grants Specialist

* SIGNATURE: Kathleen Yoshinaga

* DATE: 06/21/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Prof.	Terence	Anthony	Wesley-Smith	

Address:

Street1:	1890 East-West Road, Moore 212
Street2:	
City:	Honolulu
County:	
State:	HI: Hawaii
Zip Code:	96822
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
808 956 6077	808 956 7053

Email Address:

twsmith@hawaii.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1234-ABSTRACT 2018.pdf

Add Attachment

Delete Attachment

View Attachment

ABSTRACT

The Center for Pacific Islands Studies (CPIS) at the University of Hawai'i at Manoa (UHM) has identified four overarching goals to address a wide range of GPRA measures and NRC priorities. Activities to achieve the first goal, *Increase the capacity of teachers to incorporate Pacific Islands area studies into the K-12 curriculum*, include new Early College offerings in high schools, professional development opportunities for teachers, and new digital resources for pre-service teachers. Activities associated with the second, *Increase the capacity of post-secondary instructors and institutions to incorporate Pacific Islands language and area studies into the curriculum*, include developing a professional association (US Association for Pacific Studies) to support course and program development in colleges and universities in Hawai'i, the US mainland, and in US-affiliated Pacific Islands; producing more interactive digital texts in the Teaching Oceania series; and curriculum and professional development initiatives in a variety of locations. The third goal, *Increase skills preparation for further study and postgraduate employment in areas of national needs*, will be addressed by expanding study-abroad opportunities, and creating internship opportunities in Pacific locations. Goal 4, *Make more resources and information accessible to local and national audiences*, involves acquiring new library materials, increasing the number of available digital resources, and creating new online sources of news and analysis about contemporary issues in the Pacific Islands region.

The proposed initiatives will significantly expand the center's reach and ability to serve as a national resource for Pacific Islands language teaching and area studies. With a core of 9 full-time faculty and staff, and an affiliate faculty of 32, the center has well-established MA and graduate certificate programs, and its new interdisciplinary BA continues to develop and expand. CPIS students have access to instruction in 5 Pacific languages (not including Hawaiian), 3 of them to advanced levels, the largest number of offerings anywhere. The center's thriving publishing program includes a prestigious monograph series, and *The Contemporary Pacific*, the leading interdisciplinary journal in the field. Outreach activities continue to expand to include new audiences among teachers, faculty, students, policy makers, and the general public through regular theme-driven seminar and film series, international conferences and workshops, and an impressive array of open-access digital resources. The Pacific Collection in Hamilton library is the finest of its kind.

With strong institutional support, a rigorous and well-thought-out assessment plan, and new partnerships on campus, elsewhere in the UH system, on the US mainland, and overseas, CPIS is well equipped to carry out the new activities for which NRC funds are requested. The demonstrated need for these initiatives will leave them self-sustaining after an initial period of NRC support. The proposal speaks directly to the absolute and competitive priorities identified for this round of NRC grants. Activities to increase the Pacific content in K-12 and post-secondary curriculum, as well as to encourage diverse perspectives and service in areas of national need, are central to the proposal (Absolute Priority 1&2). Much of the proposed post-secondary curriculum expansion will occur as a result of significant and sustained collaboration with community colleges and/or MSIs in Hawai'i and elsewhere (Competitive Priority 1). The K-12 initiatives involve close collaboration with the UHM College of Education (Competitive Priority 2). It is also worth noting that most the beneficiaries of these activities will be underserved minorities.

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ACRONYM GUIDE

ACTFL	American Council on the Teaching of Foreign Languages
ANU	Australian National University
AusAID	Australian Agency for International Development
AY	Academic year
CC	Community Colleges
CCSF	City College of San Francisco
CIBER	Center for International Business Education and Research
CLLL	College of Languages, Linguistics, and Literatures
CLT	Center for Language and Technology
COE	College of Education
CPIS	Center for Pacific Islands Studies
CSEAS	Center for Southeast Asian Studies
CSM	College of San Mateo
CUH	Chaminade University
DOE	Department of Education
DNS?	Desktop Networking Services?
eCAFE	Electronic Course and Faculty Evaluation
ECOPAS	European Consortium for Pacific Studies
EEO	Equal Employment Opportunity _
eHRAF	Human Relations Area Files
EWC	East-West Center
FAFSA	Free Application for Federal Student Aid
FAGASA	Association of Samoan Language Educators of New Zealand
FLAS	Foreign Language and Area Studies
FRN	Faculty Resource Network
GA	Graduate Assistant
GWLA	Greater Western Libraries Alliance
ILL	Interlibrary Loan
IPLL	Indo-Pacific Languages and Literatures
IRIS	International Resource Information System
KCC	Kapi'olani Community College
LCC	Leeward Community College
LCTL	Less commonly taught language
MIT	Massachusetts Institute of Technology
MIX	Manoa International Exchange
MSI	Minority Serving Institutions
NFLRC	National Foreign Language Resource Center
NRC	National Resource Center
NRCEA	National Resource Center for East Asian Studies
NYU	New York University
OCLC	Online Computer Library Center
OPI	Oral Proficiency Interview
PBS	Public Broadcasting Service

PC	Pacific Collection
PCC	Palau Community College
PIDP	Pacific Islands Development Program
PIMS	Pacific Islands Monograph Series
PIR	Pacific Islands Report
PMB	Pacific Manuscript Bureau
PREL	Pacific Resources for Education and Learning
RAMSI	Regional Assistance Mission to Solomon Islands
SAASIA	New Zealand Association of Samoan Early Childhood Educators
SFSU	San Francisco State University
SLO	Student learning outcome
SPAS	School of Pacific and Asian Studies
TCP	<i>The Contemporary Pacific</i>
UCLA	University of California, Los Angeles
UPF	University of French Polynesia (<i>Université de la Polynésie française</i>)
UH	University of Hawai'i
UHM	University of Hawai'i at Manoa
UHWO	University of Hawai'i West Oahu
UNDP	United Nations Development Program
UOG	University of Guam
USP	University of the South Pacific
USAPS	US Association for Pacific Studies
UU	University of Utah
UW	University of Washington
VUW	Victory University of Wellington
WRGP	Western Regional Graduate Program

Application Narrative, Center for Pacific Islands Studies, University of Hawai'i

1. PROGRAM PLANNING AND BUDGET

The Center for Pacific Islands Studies (CPIS), School of Pacific and Asian Studies (SPAS), University of Hawai'i at Manoa (UHM), proposes a set of activities over the next 4 years to expand and improve Pacific Islands language and area studies training in K-12 and tertiary-level curriculum, increase the number of underserved minority and other students studying the Pacific Islands and preparing to work in areas of national need, enhance study abroad and exchange opportunities, and improve national access to reliable information about developments in the Pacific Islands region (see overarching goals below). In partnership with educational institutions in Hawai'i, the US mainland, and overseas, the NRC-funded activities described in this proposal are designed to complement a wide range of ongoing educational efforts focused on this increasingly important region, where issues demanding scholarly attention include climate change and environmental degradation, regional security, and the increasing influence of China. These initiatives will further enhance the center's role as the leading program of its kind anywhere, and build on the university's exceptional commitment to Pacific Islands studies evident since the program's beginnings in 1950. They will also nurture an emerging network of universities and colleges in the Western US developing Pacific Studies courses, programs, and expertise.

Quality and purpose of activities: CPIS has identified a set of 4 overarching goals for the grant period that together address a wide range of GPRA measures and NRC priorities. The goals along with short summaries of associated activities are outlined below. Further details are provided in the PMFs included in Appendix 3.

1. INCREASE THE CAPACITY OF TEACHERS TO INCORPORATE PACIFIC ISLANDS AREA STUDIES INTO THE K-12 CURRICULUM

Activity 1.A. *Increase the number of high schools offering Early College opportunities*

CPIS will work with colleagues at 2 UH system community colleges (CC), Kapi'olani CC and Leeward CC, to increase the number of high schools offering PACS 108 *Pacific Worlds* in the Early College program coordinated by the Hawai'i State Department of Education. The purpose is to give more high school students the opportunity to take Pacific studies classes while earning college credit.

Activity 1.B. *Provide professional development opportunities for K-12 teachers*

Working with partner professional development providers (UHM College of Education, Honolulu Museum of Art, Bishop Museum, Guam DOE, and Chaminade University) CPIS will provide professional development workshops to help public school teachers address state standards for Pacific Islands Studies social studies offerings, and implement culturally responsive pedagogy. The purpose is to help K-12 educators implement the standards-based Pacific Islands social studies curriculum and culturally responsive pedagogy.

Activity 1.C. *Develop resources to support a multicultural education course taught in the UHM College of Education (COE)*

Working with colleagues in the COE, CPIS will develop Pacific-related online repositories to support the *Teaching Asia and the Pacific* course launched in the last grant period and designed for students preparing for careers in secondary education. The purpose is to encourage the integration of Asia-Pacific studies into the COE curriculum by providing pre-service teachers with appropriate materials.

2. INCREASE THE CAPACITY OF POST-SECONDARY INSTRUCTORS AND INSTITUTIONS TO
INCORPORATE PACIFIC ISLANDS LANGUAGE AND AREA STUDIES INTO THE CURRICULUM

Activity 2.A. *Develop a professional association for Pacific Studies in the US.*

CPIS will collaborate with faculty across the UH system and other Hawai'i-base MSIs, as well as at other US universities developing Pacific Studies programs, including City College of San Francisco (CCSF), San Francisco State University (SFSU), College of San Mateo (CSM), University of Washington (UW), and University of Utah (UU), to form the US Association for Pacific Studies (USAPS), organize an inaugural conference to discuss curriculum development, resource sharing, and pedagogy, and develop a website to make appropriate educational resources accessible to the network. The purpose is to increase professional development opportunities for instructors teaching Pacific Studies at US colleges and universities, and increase students' access to quality area studies offerings at minority-serving institutions (MSIs), CCs, and other US campuses.

Activity 2.B. *Develop more digital text books for undergraduate courses*

CPIS will work with colleagues from the UH system, other Hawai'i-based MSIs, and regional universities to expand the Teaching Oceania series of interactive iBooks and make them freely available to instructors and students (see p44, 46). Materials for the iBooks will be produced collaboratively at two international workshops, and 6 new volumes are planned: Pacific Literatures; Geographies; Migration and Diaspora; Colonialism and Imperialism; Decolonization and Sovereignty; and The French-Speaking Pacific. The purpose is to create appropriate materials for teaching and learning in undergraduate Pacific Studies programs.

Activity 2.C. *Expand and enhance Pacific Islands studies course offerings at universities and colleges in Hawai'i, on the US mainland, and in US-affiliated Pacific Islands.*

CPIS will continue working with partner campuses in Hawai'i (UH Hilo, Chaminade University), the US Mainland (CCSF, SFSU, CSM, UU) and in US-affiliated Pacific Islands (American Samoa CC, College of Micronesia) to increase the number of Pacific Islands Studies offerings, and support program and professional development on those campuses. The purpose is to expand opportunities for students at colleges and universities in the US and affiliated islands to take Pacific-related courses, and to develop a pipeline for students wishing to pursue the CPIS BA and MA programs.

3. INCREASE SKILLS PREPARATION FOR FURTHER STUDY AND POSTGRADUATE EMPLOYMENT IN AREAS OF NATIONAL NEEDS

Activity 3.A. *Increase opportunities for area and language study overseas*

CPIS will work with colleagues in IPLL, other Hawai'i-based MSIs and campuses in the UH system, and institutional partners overseas to implement summer study abroad programs in Palau, Marshall Islands, and Fiji. The purposes are to (1) provide more opportunities for post-secondary students to study abroad as part of their MA, BA, or AA programs, and (2) better equip students for further study or employment in areas of national need.

Activity 3.B. *Increase opportunities for internships overseas*

CPIS will work to increase opportunities for UHM students to work as summer interns in government agencies, nongovernment organizations, or regional organizations in Pacific locations. The purpose is (1) to allow students to gain firsthand experience of island situations and issues and (2) prepare students for further study or employment in areas of national need.

4. MAKE MORE RESOURCES AND INFORMATION ACCESSIBLE TO LOCAL AND NATIONAL AUDIENCES

Activity 4.A. *Acquire library materials through acquisition trips*

CPIS will collaborate with UHM library staff to undertake annual acquisition trips to educational institutions, libraries, and government agencies in Melanesia, Polynesia, and Micronesia. The purpose is to acquire research materials that are unavailable by other means.

Activity 4.B. *Digitize and make available library research materials*

CPIS will collaborate with library staff to digitize and make available through UHM's open-access digital repository Pacific-related theses and dissertations, translations of land-related documents from the Japanese era in Micronesia, US Trust Territory archives on microfilm, Pacific language materials, and other rare materials. The purpose is to make available materials of interest to students and researchers outside of Hawai'i.

Activity 4.C. *Improve access to reliable online sources of news and analysis of contemporary issues in the Pacific Islands.*

CPIS will work with colleagues at East-West Center's (EWC) Pacific Islands Development Program (PIDP) to restore the Pacific Islands Report online news service, which was suspended in late 2017 due to budget cuts at PIDP. The format will be streamlined to make the service more cost-effective and enhanced by adding expert commentary on contemporary issues. A new podcast series, Oceania Today, will feature expert commentary on key issues in the Pacific Islands region. These 45-60 minute podcasts will be posted once a month and include conversations on a variety of topics relating to environmental, economic, political, and cultural developments in the region. The purpose is to increase awareness of Pacific issues in the US.

Strengthening the program. The narrative in the previous section along with the PMFs (Appendix 4) represents a comprehensive development plan to address 4 overarching goals over the next 4

years. By the end of the grant period, the center will have improved its ability to infuse quality teaching materials into the K-12 curriculum; increased the number of language and areas studies courses available to students in CCs, MSIs, and other institutions in a variety of locations; nurtured an emerging network of educational institutions developing Pacific-related courses and programs; created more opportunities for students to study abroad and acquire other skills necessary for a successful transition to further study or employment in areas of national need; and increased the volume and variety of Pacific-related resources available to students, researchers, and policy makers in Hawai'i and elsewhere.

Use of resources and personnel. The development plan makes effective use of core faculty and other resources available in CPIS itself, and relies heavily on key partnerships with colleagues in several other UHM departments (including IPLL, the Library, and the COE), in the wider UH system (particularly KCC, UH Hilo, and LCC), elsewhere in Hawai'i (Chaminade University), on the US Mainland (CCSF, SFSU, UW, CSM, UU), and overseas (American Samoa CC, College of Micronesia, University of French Polynesia, University of the South Pacific, Palau CC, Australian National University).

Reasonable costs: Costs associated with the various activities are clearly stated in the project budget, and are reasonable. They consist mainly of summer salaries for course development; salaries or release time to support instruction; graduate assistantships to support the development of new programs; and travel funds for professional development, library acquisitions, or materials development. Several of these cost items are shared with other NRCs (e.g Project evaluator, UHM East Asia; development of USAPS, UU Asia Center), and the expenditures will benefit students and faculty at CCs, MSIs and other US institutions, as well as at UHM.

Long-term impacts. The investment of effort and resources during the grant period will significantly expand the number and variety of self-sustaining Pacific-related courses, materials, and opportunities, not only in Hawai'i but on campuses in the Western US. It will also expand the center's capacity to reach new audiences at the local, regional, and national levels. Most important, it will enhance educational and career opportunities for students, particularly underserved minorities.

2. QUALITY OF STAFF RESOURCES

Qualifications. CPIS employs 5 full-time teaching faculty, 4 full-time faculty specialists and support staff, and has an affiliate faculty of 32. This represents the world's largest aggregation of scholars with expertise in the Pacific Islands. As Appendix 1 indicates, 35 have doctorates in their respective disciplines, 70% are competent in a Pacific language, and 20 are Pacific Islanders. CPIS affiliates represent 16 departments in the social sciences and humanities and 3 professional schools, and include faculty at the East-West Center and Hamilton Library.

The 9 CPIS core faculty and staff are exceptionally well qualified to support the center's many activities and maintain its reputation as a global leader in the interdisciplinary field of Pacific Islands Studies. All except the administrative assistant hold doctoral degrees. **Professor Terence Wesley-Smith** is a political scientist with graduate degrees from Victoria University of Wellington, New Zealand, and UHM. After many years as Graduate Chair, Wesley-Smith took over as center Director in 2010. His publications on the development of the interdisciplinary field of Pacific Islands Studies, as well as issues in area studies more generally, are widely read. In 2010, UH Press published his (with Jon Goss) *Remaking Area Studies: Teaching and Learning Across Asia and the Pacific*, and his 2016 article in *The Contemporary Pacific* "Rethinking Pacific Studies Twenty Years On" is widely cited. Much of his recent work focuses

on China's rise in the Pacific Islands region and his numerous publications in this area include a 2010 edited book (with Edgar Porter), *China in Oceania: Reshaping the Pacific?* and a 2013 article in *Pacific Affairs (PA)*, "China's Rise in Oceania: Issues and Perspectives," which was among the top ten *PA* downloads from Ingenta in 2016. Wesley-Smith is a founding member of the editorial board of *The Contemporary Pacific (TCP)*, the leading interdisciplinary journal in the field, and served as TCP editor 2008-16.

Associate Professor Tarcisius Kabutaulaka is a political scientist who holds an MA in Development Studies from the University of the South Pacific (USP) in Fiji and a PhD in Politics from the Australian National University. He joined the center in 2009 after five years as a research associate at the East-West Center's PIDP and considerable teaching experience at USP before that. Kabutaulaka's research interests focus on natural resources and economic development, land, post-conflict rehabilitation and peace-building, and governance. He works as a consultant to national governments as well as international organizations, including United Nations Development Program, the World Bank, and the Pacific Islands Forum Secretariat. From 2009-2013 Kabutaulaka was a member of the Experts Team on the Partnership Framework, Solomon Islands Government and Regional Assistance Mission to Solomon Islands, and in 2017 he advised the government about the findings of the Truth and Reconciliation Commission, established in the wake of the political crisis of the early 2000s. Widely respected as a commentator in the media in the Pacific Islands, Australia, and New Zealand, Kabutaulaka is also the editor of the prestigious Pacific Islands Monograph Series.

Born and raised in Guam, **Dr. Lola Quan Bautista** is a sociologist who joined the center in 2008 and earned tenure and promotion to Associate Professor in 2013. Her ongoing work, supported initially by postdoctoral research minority and starter grants from the National Science

Foundation, focuses on Micronesian migration, settlement in urban spaces, and connections between diasporic and home communities. Quan Bautista's documentary film *Breadfruit and Open Spaces* won the Best Documentary Short award at the 2012 Guam International Film Festival. Her latest films, a docuseries called *Crossing Spaces*, explore the role of higher education in transforming the lives of Micronesian women. Quan Bautista has developed a website that provides lesson plans and resources for educators to accompany her films. She coordinates the CPIS undergraduate student program and is active in service learning, community outreach, and the recruitment of underserved minorities at UHM.

The two more recent teaching hires in CPIS are also very accomplished. **Dr. Alexander Mawyer** holds a BA from Amherst College, MAs from University of Chicago and UHM, and a doctorate in Anthropology from the University of Chicago. He joined the center in spring 2014 and earned tenure and promotion to Associate Professor in 2016. Mawyer's recent research interests include language and the circulation of information in French Polynesia, Oceania's cinema, language, space and place, coastal and marine resource governance, conservation and sovereignty, and legacies of French nuclear testing in the Pacific. Mawyer's book manuscript will soon be published by UH Press, and since joining CPIS he has published widely in books and quality journals. Mawyer served as Book and Media Reviews editor for *The Contemporary Pacific* 2011-16, before taking over as TCP editor in 2016. He co-directs the Biocultural Initiative as well as the FSOAI at UHM. Mawyer was the University Coordinator for the 7th International Conference on Environmental Futures, a major project of the Swiss-based Foundation for Environmental Conservation, held in Honolulu in April 2018.

Assistant Professor Moana Nepia effectively embarked on a second career when he joined CPIS in spring 2014. By the time he completed his doctorate at Auckland University of

Technology in 2013, Nepia was well established as a visual and performance artist in Aotearoa/New Zealand and a leading figure in Maori dance and choreography. His work is interdisciplinary and predominantly practice-based, producing outcomes in a variety of forms including writing, documentary and creative video, exhibitions, sound scores, dance and choreography, spoken word, photography, poetry, and digital design. Nepia's recent published work includes book chapters and articles about collaborative, curatorial, and performative aspects of Pacific creative practice, and in 2017 he held solo photographic and painting exhibitions in Honolulu and New York. He delivered the keynote for the Un-Disciplining Dance symposium at Auckland University in July 2016, and was a visiting researcher at the Metropolitan Museum of Art in summer 2017. Nepia is the Arts Editor for TCP.

CPIS also employs a full-time Managing Editor, **Dr. Jan Rensel**, who earned a PhD in cultural anthropology from UHM in 1994. She joined CPIS in 2001 to manage the publications program and in recent years has been instrumental in the development of a writing program for the center's undergraduate students. She maintains her scholarly interest in the Polynesian island of Rotuma, where she conducted her doctoral research, and continues to publish books and articles about Rotuman society and culture.

Dr. Julianne Walsh is an Associate Specialist who earned a PhD in cultural anthropology from UHM in 2003 and joined the center as an educational specialist in 2008. She is responsible for all undergraduate advising, UH system articulation, coordination of curriculum, program assessment, service learning, and the ongoing development of the BA program. Walsh serves on graduate committees, teaches a required 300-level course, and is much sought after as a cultural advisor for state service providers and others working with migrant Micronesian communities. She recently served on a committee to revise the standards for social

studies teachers teaching 7th Grade Pacific Studies in public schools in Hawai'i. Walsh co-authored a history of the Marshall Islands that is used by the Marshall Islands Department of Education and continues to pursue her scholarly interests, including the adoption of Marshallese children by US parents. She is the founding editor of the Teaching Oceania iBooks series that provides resources for Pacific Studies instructors.

Dr. James Viernes holds an MA in Pacific Islands Studies (2008) and a PhD in History (2015) from UHM, and taught in and coordinated the Micronesian and Chamorro Studies programs at the University of Guam before joining CPIS in January 2018. As the center's Outreach Director, Viernes coordinates outreach activities, edits the newsletter, manages the center's website and associated web-based resources, and helps administer the NRC grant. Viernes also teaches at least one section of the introductory course (PACS 108) each year and has recently been appointed Book and Media Reviews editor for TCP. Viernes' research interests include gender and militarism in the Pacific. He is currently revising his doctoral dissertation for publication as a monograph by UH Press.

Ms. Jennifer Mercado joined the center as its Administrative Assistant in December 2017. Mercado, who completed her BA in English from UHM in 2016, supervises the financial, record-keeping, and general administrative aspects of center programs. Of Native Hawaiian descent, Mercado is skilled in digital media and has helped create educational resources in support of Pacific Studies instructors.

Professional development. The framework for faculty and staff performance evaluation and career development is established by UHM collective bargaining agreements, Board of Regents policies and procedures, and the center's guidelines. During the last 4 years, Kabutaulaka and Mawyer earned tenure and promotion and Walsh was promoted to Associate Specialist. Tenure-

track faculty (Nepia) meet periodically with the CPIS Personnel Committee, which, along with the center director, provide written recommendations to the SPAS dean regarding contract renewal, promotion, and tenure. Tenured faculty (Wesley-Smith, Bautista, Kabutaulaka, Mawyer) are subject to post-tenure review every 5 years. Non-teaching staff and faculty specialists (Rensel, Walsh, Viernes, Mercado) are evaluated annually by the center director in light of their job descriptions and performance goals.

Regardless of job category, all CPIS employees are encouraged to participate in a range of professional development activities. UHM teaching faculty are eligible for sabbatical leave after completing 6 years of service, and Kabutaulaka spent the first half of 2016 conducting research in Solomon Islands. Most take advantage of University Research Council, NRC, or other funding sources to regularly travel overseas or to the US mainland to conduct research or present their work at professional conferences. In recent years, most CPIS faculty and staff traveled overseas at least once a year, while Wesley-Smith, Kabutaulaka, and Mawyer have averaged 3-4 trips a year, often as invited participants at meetings in the islands region. Faculty and staff also serve on CPIS (and other) editorial boards, and help organize international conferences and workshops. Although not strictly part of their job descriptions, Rensel, Walsh, and Viernes maintain active research and publication agendas. Mercado attends numerous on-campus training workshops related to her administrative duties.

Teaching, supervision, and advising. The 5 core teaching faculty and 2 faculty specialists share teaching duties to cover the 20 or so regularly offered courses and seminars, as well as the multiple sections of PACS 108 *Pacific Worlds* offered by the center itself. Director Wesley-Smith has a 1-1 teaching load, while his 4 teaching colleagues follow a 2-2 schedule. The 2 faculty specialists usually teach 1 course or 1 section of PACS 108 each year. In recent years

lecturers have occasionally been hired to teach sections of PACS 108 to fill gaps caused by course buy-outs or sabbatical leave. Routine undergraduate advising is handled by Walsh, while Wesley-Smith covers graduate advising in his role as Graduate Chair. The core teaching faculty and specialists share supervisory duties on MA committees with members of the affiliate faculty. Staffing and oversight. Written bylaws spell out CPIS membership, workload, administrative procedures, personnel actions, and committee responsibilities. The committees that advise, plan, and monitor the center's activities include an executive committee, a curriculum and student affairs committee, an outreach committee, a personnel committee, and two editorial boards. Core faculty and staff work on these committees along with colleagues from the affiliate faculty representing a wide variety of departments and professional schools. The two affiliate faculty representatives on the center's executive committee, which advises the director on all matters of major concern and policy affecting CPIS, are from Education and History. The personnel committee is chaired by Professor Davianna McGregor (Ethnic Studies), and includes members from Education, Anthropology, English, and Theatre and Dance. The 18-member editorial board for *The Contemporary Pacific* represents 11 different units, including CPIS, the UHM Library, History, Political Science, English, Sociology, Ethnic Studies, Academy for Creative Media, and the East-West Center.

Each member of the CPIS team participates in decision-making, either on specialized committees or in monthly general meetings. The center also conducts annual, daylong, off-campus retreats where faculty and staff have the opportunity to share their personal goals and work together to construct a common agenda. The center's operations are evaluated as part of periodic reviews of SPAS. After the latest SPAS review (March 2015), 3 distinguished external reviewers described CPIS as a "global leader," offering an "internationally renowned" MA

program, courses that were "diverse and of high quality," a "stellar publications profile," and "an extraordinary number of public events." Follow-up action included the creation of *Asia Pacific Flows*, a new book series at UH Press designed to encourage research and publishing across area studies boundaries, and the instigation of an annual event to honor distinguished SPAS alumni.

Nondiscriminatory employment practices. UHM is an affirmative action employer, and all personnel actions are scrutinized to guarantee compliance with federal and state regulations. Each of the individuals employed at CPIS was appointed after a rigorous hiring process, overseen by SPAS Human Resources and EEO Officer Ms. Jonalyn Ragonton. Within SPAS and UHM generally, CPIS is known for its efficiency, responsiveness, and the positive quality of its working relationships. CPIS actively encourages the hiring of women, minorities, the disabled, and other underrepresented groups. CPIS core faculty and staff are of mixed composition: 4 females and 5 males; 1 Native Hawaiian (Mercado), 4 other Pacific Islanders (Kabutaulaka, Quan Bautista, Nepia, Viernes), and 4 Caucasians (Wesley-Smith, Rensel, Walsh, and Mawyer). In the 2017-18 academic year, all of the center's 4 GAs were female, 2 of Pacific Islander descent. CPIS works diligently with UHM's Kokua ("help") program to insure equitable access and participation in all of its endeavors for those who are elderly or physically disadvantaged, and with the Title IX Office to eliminate sex/gender bias or misconduct.

3. IMPACT AND EVALUATION

Impacts. The center's impact at UHM has increased significantly in recent years, particularly since the introduction of the BA program in 2011. As discussed in the Quality of Curriculum Design section (esp. pp35–38), the number of regularly offered undergraduate courses offered by CPIS itself and the number of declared majors continues to expand. The total number of students taking courses with at least 25% Pacific content at UHM each year now exceeds 8,000 (see

Appendix 2). CPIS has also been instrumental in the development of Pacific Islands studies courses and program in other parts of the 10-campus UH system, where multiple sections of PACS 108 are now offered and new 200-level courses added in recent years. This engagement, especially with KCC, LCC, and UH Hilo, will further intensify over the grant period, yielding a new PACS 108 offering and new Early College opportunities for high school students. Most important, CPIS is helping facilitate an emerging network of universities and colleges on the US mainland building Pacific Studies courses and programs. Intensive interaction with CCSF helped yield the first associate degree in Pacific Studies on the mainland, and in the upcoming grant period the center's collaborative reach will extend to other Western US campuses including SFSU, UW, CSM, and UU.

With the only MA program in Pacific Islands Studies in the US, CPIS graduates have had a very significant regional and national impact, particularly as K-12 or postsecondary educators but also working for government agencies (including Peace Corps), museums (including the American Museum of Natural History), and numerous nonprofit organizations. Center resources, particularly its publications, are widely accessed across the nation and internationally. *The Contemporary Pacific* is a "must read" for specialists and policy makers everywhere; electronic versions attract more than a 95,000 article views and downloads each year, and these numbers are increasing (see p45). The number of CPIS outreach events, including seminars, workshops, and conferences, continues to expand, and community engagement is also strengthened by the service-learning activities required of all CPIS students (see Outreach Activities, pp42-46). Institutional support for the further development of Pacific Islands Studies at UHM is likely to remain strong.

CPIS faculty are also involved in several new cross-unit initiatives at UHM, drawing reinvigorated and renewed attention to multi- and transdisciplinary as well as disciplinary research across the Pacific Islands. These include the Biocultural Initiative of the Pacific, the French Speaking Asia and Oceania Initiative, and the Sustainability Initiative, all of which are supporting graduate and undergraduate student training and research opportunities, and faculty seminars and symposia.

Equal access. Many of the center's recent activities are explicitly designed to involve more underrepresented minorities, particularly those of Hawaiian or Pacific Islander descent. The BA program was established in part in response to a UHM concern about the recruitment and retention of Pacific Islander students, and today 85% of CPIS undergraduate majors and 70% of graduate students are underserved minorities. As a result of deliberate recruiting efforts, the center's outreach events now feature numerous Hawaiian or Pacific Islander presenters, and most audience members are also underserved minorities. These efforts at inclusion have accelerated during the grant period, especially through collaborative projects with CCs and MSIs. All of the project leaders at partner institutions are of Hawaiian or Pacific Island descent, and many of the students who will participate in the planned activities will also be underserved minorities. Working with UHM's Kokua ("help") office, CPIS is committed to making sure that persons with disabilities and the elderly have equal access to all activities and events.

Evaluation plan. The center has hired a specialist external evaluator, C. Ryan, to help design and conduct the evaluation for the next grant cycle. Together with the evaluator, CPIS staff have developed *evaluation questions* to guide annual NRC evaluations. These questions address key concerns for NRC programming: GPRA measures, NRC priorities, and NRC project-specific goals.

1. GPRA Measures: 1-A. To what extent does the NRC address GPRA measures (particularly measures 3 and 4)? 1-B. What are the center's strengths and weaknesses with regard to addressing GPRA measures?
2. NRC Priorities: 2-A. To what extent does the center address NRC priorities (absolute and competitive)? What are the center's strengths and weaknesses with regard to addressing NRC priorities?
3. NRC Project-Specific Goals: 3-A. Is the center making planned progress with regard to meeting performance measures for goals? Which activities are progressing well and which are not? 3-B. With regard to projects not making planned progress toward target measures, what factors are hindering progress? What improvements can be made to the projects or what can be learned to inform future decision making?

Specific, measurable, quantitative outcomes have been developed for each NRC goal in the form of *performance measures*. Performance measure tables have been constructed to align center goals and performance measures (quantitative outcomes) with activities, and set baseline and target measures (see Appendix 4). When necessary, the evaluator will assist with the development and administration of evaluation instruments as well as data analysis to ensure the reliability and validity of the data. The evaluator will compile data and present it annually in an objective, comprehensive report to CPIS staff. CPIS staff will use information from the report to inform project planning as well as to report progress and impact to the DOE.

Coordinators for various activities will also engage in their own *formative evaluations* as they gather feedback for further development and continuous improvement. For example, when developing new materials, the coordinators may first pilot materials with teachers and students and gather feedback through focus groups or surveys. Likewise, when introducing new courses,

the coordinators may conduct mid-term and end-of-semester course evaluations to gather information for course improvement. Data for formative evaluations will be both qualitative and quantitative. The evaluator will serve as a technical consultant to assist activity coordinators with development of evaluation instruments as well as data analysis. The evaluator will also play an important role in helping to assure the confidentiality of participant feedback, which will encourage honest and reliable data. Formative evaluation results will be reported informally to relevant stakeholders as the activities develop.

Evaluation and program improvement. During the last grant cycle, an external evaluator, B. Sylwester, was hired to guide evaluation for CPIS. Under the evaluator's guidance, annual (and sometimes biannual) evaluations were used to track the progress and outcomes of individual activities. Evaluation tables, which included objectives, quantifiable outcomes, and indicators, were developed for each major activity and used to guide the evaluations.

An example of the use of feedback to inform program decisions came after the first of 3 study abroad projects. The first study abroad experience was conducted in New Zealand and the second in Samoa. Based on an evaluation of the first program, recruitment efforts were improved to ensure that target audiences were reached, and multiple grant goals achieved. The Samoa program included K-12 and community college educators, thus advancing 3 goals instead of just 1: "Increase the capacity of teachers to incorporate Pacific Islands area studies into the K-12 curriculum" (Goal 1), "Increase the capacity of post-secondary instructors and institutions to incorporate Pacific Islands language and area studies into the curriculum" (Goal 2), and "Increase skills preparation for further study and post-graduate employment in areas of national need" (Goal 3). Another example of improvement based on external evaluation was the internal reporting and tracking of project activities. In the report for Year 1, external evaluator Sylwester

recommended, "In a few cases more detailed progress reports are needed so that CPIS can determine whether the project is indeed contributing toward specific priorities, measures, and goals." In subsequent years of the grant, meetings were conducted between the PI and project coordinators before, during, and after projects to obtain progress and completion reports

Supply of specialists. As shown in Appendix 2 (table 2), enrollments in courses with 100% Pacific content in 2016-17 totaled 1,132. While enrollments in the CPIS MA program at any one time have remained relatively steady at around 25, the number of undergraduate majors has expanded rapidly since 2011 when the BA program was introduced. These numbers are anticipated to continue to grow and to provide a pipeline to the graduate program. A high proportion (about 40%) of MA graduates go on to doctoral programs to research Pacific topics, and many of them eventually find employment in Pacific-related teaching positions in colleges and universities in Hawai'i, the US Mainland, US-affiliated islands (such as Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands), or elsewhere overseas. Many BA graduates who do not proceed to graduate studies have found employment in the social services or nonprofit sectors of the economy where they apply their Pacific-related skills.

National needs and public information. As the only such center in the US, CPIS has long met a key need for Pacific-related education and knowledge production. UHM is the only US university that regularly offers a wide range of courses on the entire Pacific Islands region, as well as the only one to offer interdisciplinary MA and BA programs of study. Its Pacific language offerings and library holdings are unmatched anywhere, and more Pacific-related research is generated at UHM than at any other US university. CPIS makes increasing amounts of information available to the general public through its online databases, collaboration with the library, monograph series and journal, and a wide range of other outreach activities.

Student placement. As mentioned above, many MA graduates pursue doctoral degrees and apply their knowledge of the region in teaching positions in K-12, community colleges, or universities, while others do so in public service or nonprofit positions. In the new grant period, much attention will be paid to preparing undergraduate students for employment in areas of national need by expanding new internship and study abroad programs, and raising awareness of postgraduate options in PACS 401 Senior Capstone and individual counseling sessions.

FLAS fellowships, placement, and national needs. FLAS awards made an impactful contribution to career and professional development of UHM students during the grant cycle. A total of 28 full-year awards were distributed to support the study of Samoan (14 awards), Fijian (1), Tahitian (10), Maori (1), and Tongan (2). Of the 22 recipients of those awards, 6 are still enrolled in doctoral or law programs; 9 have just completed or are in the final year of MA research in preparation for doctoral work, 1 is teaching Pacific subjects at community college; 4 are employed in public health, social work, or public services with Pacific communities in the state of Hawai'i; and 7 are recently graduated BA/BSs. In the next round, applicants' career goals will be carefully scrutinized and recipients kept informed of career options via counseling and social networking tools.

4. COMMITMENT TO SUBJECT AREA

Operations: For the 2017-18 academic year, UHM provided \$19,000 for general office expenses, and approximately one-half of NRC indirect costs were returned to CPIS for discretionary use. Tuition revenues from Summer Session and Outreach College course offering provided additional funding of \$26,000 in support of center activities. SPAS provides a suite of 9 offices for CPIS faculty

Institutional Commitment

Core faculty: 9 FTE + 4 GA

Affiliates: 32 in 16 depts

CPIS salaries: \$728,558

Admin support: \$19,000

Library salaries: \$266,968

Library materials: \$160,051

and staff, as well as a large front office, in Moore Hall. Hale Pasifika, a meeting/study space for CPIS students, is located in a nearby cluster of buildings fronting a large deck space that can be used for social gatherings. Fiscal and personnel matters are handled by two SPAS administrative officers, one for external funding and the other for UHM resources. The SPAS Fellowships Coordinator manages routine FLAS business.

Teaching staff. Despite ongoing budget concerns across the UHM campus, as well as some faculty and staff turnover, CPIS has been able to maintain its position count and increase its resource allocation. The demands of the BA program, aimed primarily at underserved minority students and launched in 2011, helped justify an expansion of the center's core teaching faculty by a full FTE, and UHM assumed full responsibility for the center's Education Specialist position previously supported 0.375 FTE from the NRC. Dr Alexander Mawyer, one of two colleagues recruited to tenure-track positions in spring 2014, was awarded tenure and promotion to Associate Professor in fall 2016. The second, Assistant Professor Moana Nepia, is due to apply for tenure next year. The 3 other core teaching faculty are all tenured: CPIS Director Professor Terence Wesley-Smith, Associate Professor Tarcisius Kabutaulaka, and Associate Professor Lola Quan Bautista. The center is also fortunate to have the full-time services of two faculty specialists. In fall 2016 Dr. Julianne Walsh was promoted to Associate Education Specialist, and in January 2018 Pacific historian Dr. James Viernes joined CPIS as Outreach Director, replacing Dr. Mary Hattori, who resigned from UHM for family reasons. In addition to their administrative duties, both these colleagues teach at least one course a year. Also working full-time at CPIS are Dr. Jan Rensel, long-time Managing Editor of the publications program, and Administrative Assistant Ms. Jennifer Mercado, who joined CPIS as department secretary in December 2017. Part-time employees include 4 graduate assistants (GAs) and three

undergraduate student assistants. All but one of these 9 FTEs, as well as 2 of the 4 GAs, are fully funded by UHM. The Outreach Director is funded 0.5 FTE from the NRC budget, which in the current grant cycle also supports 1 GA. Subscription revenue from the center's journal funds the fourth GA position.

CPIS core faculty and specialists work closely with an affiliate faculty of 32, based in 16 departments or professional schools at UHM, who devote a percentage of their time to Pacific Islands-related research, teaching, or supervising graduate students (see faculty profiles in Appendix 1). In addition to hires in CPIS itself, there have been new hires with Pacific expertise in several other departments, including Dr. Gary Holton, Professor, Linguistics (research areas/languages include Chuuk, Yap, West Papua, East Timor); Dr. James N. Collins, Assistant Professor, Linguistics (research areas include Polynesian, Melanesian, and Micronesian languages within the Austronesian family); Dr. Seth Quintus, Assistant Professor, Anthropology (archeology of Samoa and Central Polynesia); Dr. Noa Kekuewa Lincoln, Assistant Professor, Department of Tropical Plants and Soil Sciences (agroecology and agroforestry, ethnography and social ecology, indigenous farming practices across Oceania with particular interests in New Zealand, Micronesia, and Hawai'i); and Julian Aguon, Lecturer, William S. Richardson School (Pacific Human Rights, Regional Constitutional Law, Law of the Sea, Micronesia and the United States).

For the 2017–18 academic year, total salaries for the 9 CPIS positions amount to \$728,558. This figure does not include faculty fringe benefits of roughly 59%, also covered by UHM. Nor does it include salary support and fringe benefits for instruction and other Pacific Islands-related activities undertaken by the center's 32 affiliate faculty.

Library resources. UHM hosts the Pacific Collection (PC) in Hamilton Library, the most comprehensive research collection of its kind anywhere. Not counting fringe benefits, 2017-18 salaries for the two PC librarians and support staff amounted to \$266,968, and about \$160,000 was budgeted for Pacific Islands–related library acquisitions, microfilming, and digitizing projects (see Strength of Library section for details).

Linkages with overseas institutions. CPIS coordinates formal exchange relationships with many regional institutions, including the University of Auckland, Auckland University of Technology, University of Otago, Victoria University of Wellington, Waikato University (all in New Zealand), and the University of the South Pacific in Fiji. Exchange networks with the University of French Polynesia (UPF) continue to expand, with a multi-campus dual-degree program as well as a European Union–based Erasmus student exchange program under active consideration. An exchange agreement with the Australian National University (ANU) was signed in 2014, and since then CPIS has hosted 2 short-term ANU Hawai'i Field Schools. CPIS also has close but informal relationships with many other educational institutions in the region, including National University of Samoa and Palau Community College, and a majority of CPIS MA students conduct thesis research overseas. The UHM Study Abroad Center assists with arrangements for overseas programs, and during the current grant period CPIS piloted 3 summer programs in conjunction with universities in Aotearoa/New Zealand (2015, Waikato University), Samoa (2017, National University of Samoa), and French Polynesia (2018, University of French Polynesia). Also during the grant period, CPIS launched the Wansolwara Initiative for Student Exchange (WISE) to promote more interaction among regional universities offering interdisciplinary Pacific Studies degree programs, including Auckland University, Victoria University of Wellington, and the Australian National University. CPIS is partnering with

University of Bergen and University of the South Pacific in a large-scale research project funded by the Research Council of Norway for 2018-2023, titled *Mare Nullius? Sea Level Rise and Maritime Sovereignities in the Pacific – An Expanded Anthropology of Climate Change*.

Outreach activities. The center is well known for its dynamic outreach program, which offers numerous on-campus events, hosts cutting-edge international conferences and workshops, and maintains online databases for teachers and researchers. UHM supports a portion (0.5 FTE) of the full-time outreach director position, provides funding and logistical support for routine outreach activities such as seminars, and maintains the center's brand new website and other online resources. UHM also supports the CPIS publications program and its full-time managing editor. CPIS has four continuing series, two of which are joint ventures with UH Press: the Pacific Islands Monograph Series (PIMS) for scholarly works, and the semiannual *The Contemporary Pacific*, the leading interdisciplinary journal in the field. Teaching Oceania, a new iBooks series for undergraduate instruction, was launched in 2016 and 3 volumes have appeared so far. An Occasional Papers series is published in house, along with a quarterly newsletter.

Support for students. In addition to the graduate students employed as GAs, about 20% of the center's MA students and undergraduate majors receive UHM Achievement Scholarships to offset tuition and other expenses. Those of Native Hawaiian ancestry are also eligible for other types of support, including tuition waivers. CPIS students are often supported by other scholarship programs, including East-West Center fellowships. Eligible out-of-state MA students can claim in-state tuition rates as part of the Western Regional Graduate Program (WRGP), or 150% of in-state tuition rates under the Western Undergraduate Exchange (WUE). The center also administers the Heyum Endowment Fund and Miriam Deisseroth Scholarship Endowment, which provide support for selected students, and the Na Nei Tou I Loloma Award, which helps

students fund their research or exchange activities overseas. Overall, about 70% of graduate and 65% undergraduate students receive some financial support.

5. STRENGTH OF LIBRARY

Library holdings. The Pacific Collection (PC) at Hamilton Library maintains a comprehensive collection policy, gathering materials relating to the island regions of Melanesia, Micronesia, and Polynesia (excluding Hawai'i) in all subject areas, time periods, languages, reading levels, and formats. No other library maintains such an inclusive policy for the entire region and as such, the PC is acknowledged to be the world's largest and most comprehensive library collection of its kind. The collection includes more than 115,000 volumes, with approximately 3,000 volumes added each year. The PC also maintains a rare book collection, comprising more than 3,500 Pacific-related items; receives 1,200 journals and periodicals annually; subscribes to more than 30 Pacific-region newspapers; and holds over 10,000 reels of microfilm materials. The PC houses the world's most complete holdings of post-World War II government documents published in the island nations. Unpublished materials, such as conference papers, field notes, diaries, photographs, theses, dissertations, and manuscripts, are considered a major strength of the collection. The PC is one half of a library department that also includes the separate Hawaiian Collection, which includes 145,000 volumes. In tandem with the PC, the Hawaiian

Pacific Collection

115,000 volumes
3,000 added each year
3,500 rare items
1,200 periodicals
30 regional newspapers
10,000 microfilm reels
2 Pacific librarians
15 paraprofessionals/students

Collection serves as an important resource for scholars working across Hawai'i-Pacific academic boundaries.

The UH Library is a founding member of the Pacific Manuscripts Bureau (PMB), holds all of the microfilm copies of archival sources produced by PMB, and maintains full access to the PMB's growing collection of digital material.

UH holds over 2,000 reels of microfilm documents of the Trust Territory Archives (Micronesia) and is the repository for the Trust Territory Archives Photo Collection. The PC is a full depository for all publications of the Secretariat of the Pacific Community, the largest regional organization. Pacific Islands video-recordings, DVDs, and CDs are housed at the Wong Audiovisual Center in Sinclair Library. The UH Library maintains a periodical index for regional publications, the Hawaii Pacific Journal Index, and this heavily used resource is available worldwide via the library's website.

Institutional support. For fiscal year 2018, the PC received acquisitions and ongoing subscriptions funds of \$137,551. An additional \$20,000 is annually budgeted for microfilming of newspapers, while \$2,500 is provided annually for the Web Archiving Project of the Pacific Islands. The PC is staffed by two full-time librarians, Senior Pacific Specialist Stuart Dawrs and Pacific Specialist Eleanor Kleiber. Salaries funded for the two Pacific librarians are \$181,968, not including fringe benefits. The UH Library also provides 3 paraprofessionals and 12 student assistants for both the Hawaiian and Pacific Collections, with collective salaries of approximately \$170,000, half of which supports the Pacific Collection. In summary, UH annual funding support for the PC is approximately \$427,019.

The library's Desktop Networking Services (DNS) department also provides substantial support to CPIS via ScholarSpace, the UHM's institutional digital repository. DNS maintains ScholarSpace, which in turn provides the server space, digital archiving, and system maintenance necessary to house CPIS's online repository of MA theses and Plan B projects. Also housed in CPIS' ScholarSpace collection are all back issues of *The Contemporary Pacific*; all CPIS "Occasional Papers"; all issues of the CPIS newsletter; and selected volumes of the Pacific Islands Monograph series. In total, this represents 2,500 digital files, making the CPIS collection

one of the largest on ScholarSpace. While it is not possible to affix a definite dollar figure to library server space and DNS staff support, the Cornell University Library has established a formula that estimates \$15.75 as the value to researchers for each file downloaded from an open-access digital repository. By this formula, the 114,844 files downloaded from the CPIS repository in calendar year 2017 created an added value to Pacific researchers of \$1,808,793.

Access to materials at other institutions. The UHM Library is part of the Greater Western Libraries Alliance (GWLA), a consortium of 31 academic research libraries that freely share their materials via Interlibrary Loan Services (ILL), as well as the Online Computer Library Center WorldCat Resource Sharing system, a worldwide network of libraries. In addition, the Library provides electronic document delivery of journal articles that are not available either in hard copy or via the Library's database subscriptions. Students also have access to numerous database subscription services, including ProQuest Dissertations & Theses Database; EBSCOHost, providing access to more than 10,000 full-text journals covering all subjects; eHRAF (Human Relations Area Files) Collection of Ethnology; JSTOR, with access to the Arts & Sciences I, II, III, IV, V, VI, and VII collections, as well as the Life Sciences collection; and Project MUSE, allowing selected full-text access to approximately 250 scholarly journals.

External access. Digital materials are regularly created or acquired and made available to a worldwide audience via two UHM digital repositories, ScholarSpace and eVols, which together house several thousand pages of Pacific-related print and audio material, including all MA work produced by CPIS graduates. A total of more than 17,000 photographs and 35mm slides from the PC holdings have been digitized and are also freely available online, with more digitized photographs being regularly added. A web-archiving program seeks to selectively archive important Pacific-related websites, while a digital reformatting program is actively transferring

aging Pacific videotapes to online streaming formats. The heavily used Hawaii Pacific Journal Index is available worldwide via the library's website.

6. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

Surveys of UHM departments identify courses with 25% or more content devoted to the Pacific Islands, some taught by the 7 CPIS faculty and 32 affiliate faculty, others by instructors not affiliated with the center. As detailed in Appendix 2, for the fall and spring semesters and two

<u>Annual Course Offerings</u>	
195	Courses
110	Instructors
26	Departments
8,136	Students
610	Graduate
7,698	Undergraduate
81 courses with 100% Pacific content	
105 students @ 4 Professional Schools	

summer sessions in 2016-17, such course offerings numbered 195, taught by 110 instructors based in 26 academic departments in the Colleges of Arts and Humanities; Languages, Linguistics, and Literature; Natural Sciences; Social Sciences; SPAS; COE: Law: Medicine; Tropical Agriculture and Human Resources; Ocean and Earth Science; as well as the

School of Hawaiian Knowledge. Total enrollment in these courses was 8,136 students, including 610 graduate and 7,698 undergraduates.

CPIS makes a further distinction among Pacific Islands courses. From the inclusive listing reported in table 1 of Appendix 2, CPIS identifies 81 preferred courses with content entirely (100%) devoted to the Pacific Islands that were offered by 11 academic departments during the academic year 2016–17 (table 2). Total enrollment in these preferred courses was 1,132 students. Figures drawn from table 2 show this enrollment included 90 graduate students and 1,042 undergraduates.

Professional schools. Courses with significant Pacific Islands content are regularly offered in 4 professional schools (Law, Medicine, Education, and Library and Information Science). In 2016-

17, a total of 193 students took these courses. Not reflected in these numbers are some new UHM-based training programs for researchers working with Native Hawaiian and Pacific Islander communities offered by the Center for Native and Pacific Health Disparities Research.

Since the untimely death in 2011 of affiliate faculty member Professor Jon Van Dyke, Pacific-related offerings at the Richardson School of Law have declined. However, LWPA 594 *Pacific Islands Legal Systems* was offered in fall 2014, co-taught by Professors Susan Serrano and Julian Aguon, the latter visiting from the University of Guam, and Prof Maxine Burkett regularly engages with Pacific case law and legal contexts in courses dealing with climate change, national boundaries, and migration from US-affiliated island states.

Depth of coverage. Of the 195 courses with at least 25% Pacific content offered in 2016-17, 88 (45%) were offered at 300- or 400-level, while a further 31 (16%) were graduate classes. These upper-division and graduate classes were distributed across 23 disciplines, further indicating the depth of specialized Pacific-related course coverage at UHM. CPIS students are also able to pursue specialized topics through faculty-supervised directed reading and research courses (PACS 399 and 699), and many of them do.

Interdisciplinary courses. All 4 graduate seminars and 8 undergraduate courses regularly offered by CPIS, including the multi-sectional PACS 108, are interdisciplinary in the sense that multiple disciplinary perspectives are employed (for details see pp36-38). Graduate offerings include the three seminars that form the core of the graduate program (PACS 601, 602, 603), as well as PACS 690 *Change in the Pacific*, which is also offered regularly featuring a variety of topics. Recent seminar topics have included *Humans and Island Environments*, (Fall 2017), and *Natural Resources and Development in Oceania*, (Spring 2017, Spring 2018). At the undergraduate level, PACS 492 *Topics in Pacific Islands Studies* is

also offered periodically. For example, in fall 2014 PACS 492 had 2 sections, *Arts, Ritual and Performance* and *Moving Images of the Pacific*, and in fall 2017 the topic was *Climate Change in the Pacific Island*.

Faculty strength. Each year CPIS needs to offer at least 22 courses or seminars (8 undergraduate courses, 10 sections of PACS 108, 4 graduate seminars), as well as serve the committee needs of graduate students. This workload is adequately handled by the 5 teaching faculty based in the center, with help from 2 faculty specialists, who each teach at least one course a year. As described in more detail above, 4 of the teaching faculty (Wesley-Smith, Bautista, Kabutaulaka, Mawyer) are tenured, while Nepia has a tenure-track appointment. The two faculty specialists have contracts that are renewed annually. CPIS undergraduate and graduate students also take classes offered by CPIS affiliate faculty, who represent many other academic departments and professional schools. All members of the affiliate faculty devote at least 25% of their time to research and teaching about the Pacific Islands, and many of their courses have 100% Pacific content. Twenty-eight of the 32 affiliate faculty (87%) are tenured, 3 are tenure-track, and others are librarians or research associates at the East-West Center.

Pedagogical training for instructional assistants. CPIS employs 1 GA to work with the instructors of the multi-sectional PACS 108 *Pacific Worlds* course, while another works with students on writing skills through the Write Oceania. The PACS 108 GA generally works with students on a semester-long group project and give a least two lectures in their area of specialty. New GAs participate in a mandatory training program run by the UHM Center for Teaching Excellence that covers a range of topics including rights and responsibilities, classroom management skills, professional and ethical issues, teaching in a multicultural environment, and understanding learning styles. The PACS 108 GA and the Write Oceania

GA are supervised and mentored by Quan Bautista, who coordinates the PACS 108 offerings, and they participate in all meetings of the instructional team. GA performance is included in the eCAFE online student evaluation system, and the results are discussed with Quan Bautista. The GAs students are evaluated annually, which results in a recommendation to the SPAS dean regarding contract renewal.

7. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

Language instruction. Pacific languages are taught through the

Department of Indo-Pacific Languages and Literatures (IPLL). No other university in the US has established programs for three major languages of the Pacific--Tahitian, Maori, and Samoan--in addition to first through second year offerings for Tongan and Chamorro.

<u>Language Enrollments</u>	
Samoan	468
Maori	39
Tongan	22
Chamorro	13
Tahitian	15

Instruction in Samoan and Tahitian began as summer offerings over three decades ago, and summer instruction in the Maori language was introduced in 2000. Samoan now has three UHM-funded tenure or tenure-track positions and one full-time Instructor position. Tahitian and Maori are taught by UHM-funded lecturers and offer first through fourth-year levels and summer study abroad programs. In 2005 a two-year course sequence for Tongan was introduced with CPIS support. Chamorro, the indigenous language of Guam and the Northern Mariana Islands, is offered through the second year. Both Tongan and Chamorro are also taught by UHM-funded lecturers.

Language enrollment. In 2017-18, a total of 557 students (undergraduate and graduate) enrolled in Pacific Islands language courses (excluding Hawaiian). Three or more levels of training.

Because of the large number of heritage students on campus, the **Samoan** language program, headed by Dr. John Mayer, is the most extensive and developed of the Pacific language offerings

and the largest in IPLL. There are a total of 21 Samoan language courses, ranging from the basic four-year sequence to more specialized courses on traditional and modern literature, ceremonial language, oral traditions, linguistic structure, and study abroad. The Samoan program also offers community courses to address translation and language needs in the areas of health, education, and social services. Mayer and his staff are currently involved in a number of outreach efforts to promote Samoan language learning, including a community-based heritage language school, Le Fetuao, which has served as a model for the establishment of similar schools elsewhere in Hawai'i. In 2017, Mayer provided summer training for Dr. Vika Palaita of CCSF on the teaching of Samoan and the development of a Samoan study abroad program.

The Samoan language faculty at UHM works closely with the American Samoa Community College, the Association of Samoan Language Educators of New Zealand (FAGASA), and the New Zealand Association of Samoan Early Childhood Educators (SAASIA). In 2017 it partnered with Le Fetuao to host a two-day international symposium on Samoan for universities, community colleges, and community organizations from around the US. A second Samoan Language Symposium is planned for September 2018 at Brigham Young University (BYU) that will serve the increasing interest in Samoan language instruction in the western United States. The UHM Samoan language program is committed to the development of distance-learning programs and computer-assisted instruction. Mayer is currently collaborating with UHM Information and Computer Science faculty to develop an online curriculum for first- and second-year Samoan. Proto-versions of the new curriculum will be presented at the BYU symposium in fall 2018.

The **Maori** language program now has approved first- through fourth-year course offerings, courses in Maori culture and performing arts, and a study abroad program in New

Zealand. Dr. Raukura Roa, an experienced language teacher from Waikato University in New Zealand, has increased student enrollment in part by developing a new curriculum for the performing arts and creating online instructional materials to expand opportunities for Maori language study beyond the UH system.

Enrollments in **Tahitan** have remained constant during the current project period despite the resignation of full-time Instructor Dr. Steve Chailloux, who was hired in 2011 to begin to build the program with a broader focus on French Oceania. Dr. Chailloux developed new 300- and 400-level classes and initiated joint academic and community activities with the UHM French Division. Chailloux's replacement, Dr. Richard Keao NeSmith, has added a new study abroad program to French Polynesia, taught for the first time in the summer of 2018.

Faculty resources. UHM employs sufficient faculty to support current and planned course offerings in Pacific languages. Working with Mayer in the Samoan program are 4 instructional and research faculty. Dr. Faafetai Lesa and Dr. Fata Simanu-Klutz are both tenure-track assistant professors of Samoan language. Mr. Edward Danielson is a full-time instructor and Mr. Ropeti Ale is a part-time lecturer. As mentioned above, Dr. NeSmith teaches Tahitian offerings, while Dr. Raukura Roa handles Maori language instruction. A two-year sequence of Tongan language instruction (TONG 101-102 and 201-202) and upper-division directed studies courses (IP 399 and IP 499) are offered by Ms. Amelia Pasi, a CPIS MA graduate and native speaker with language teacher training. The Chamorro language program offers a full two-year language curriculum (CHAM 101-102 and 201-202) and upper-division directed studies courses on demand (IP 399 and IP 499). In 2014, Chamorro language instructor Mr. Brant Songsong, began a three-year collaborative project with the University of Guam, Guam Community College, and the Northern Marianas College to produce a standardized curriculum for teaching Chamorro at

the post-secondary level. Completed in 2017, it is now in use at those institutions.

Pedagogical Training and Professional Development. All tenure-track faculty are required to maintain a program of professional development that includes continued pedagogical training. During the past grant cycle, Roa, NeSmith, Mayer, Lesa, Simanu-Klutz, Danielson, and Ale participated in numerous workshops provided by the UHM National Foreign Language Resource Center (NFLRC) and the UHM Center for Language and Technology. These workshops have included Computer-Assisted Learning and Teaching, Blended Learning, training for teaching through video production, the use of social media and Google in language teaching, Web Audio Utility training, and developing authentic heritage language materials.

UHM Pacific language instructors have received numerous awards. Mayer, whose awards include Congressional Recognition for Community Service and Outstanding Contributions for the Promotion and Enhancement of the Samoan Language in 2004, was Principal Investigator for a 3-year American Administration for Native Americans (ANA) grant for Samoan language preservation at the Le Fetuao school 2014-2017, the first such award for Samoan in the US.

Performance-based instruction. Instruction in the Pacific languages is performance based and uses standardized evaluation instruments to measure learning. Since 2004, the UHM Center for Language and Technology (CLT) has worked with the American Council on the Teaching of Foreign Languages (ACTFL) to develop critical language assessment training for faculty at UHM. In 2017, Samoan program faculty members Ale, Danielson, Lesa, and Mayer participated in ACTFL Oral Proficiency Interview (OPI) training and certification sponsored by CPIS.

Pacific language faculty also engage in a department-wide process to develop shared learning outcomes and goals to meet the UH two-year language study requirement and devise new and uniformly applied standardized assessment procedures for this language learning.

Proficiency requirements. All UHM Pacific Island language programs provide language assessment and placement exams for incoming undergraduate students and graduate language exams for MA and PhD students. Maori, Tahitian, and Samoan language programs conduct regular placement assessments of heritage students from Beginning through Advanced levels of coursework. Mayer provides Samoan language proficiency assessment for the Hawaii State Department of Education. Tongan and Chamorro regularly offer assessments and placement exams for Beginning through Intermediate levels courses, although these languages may place heritage students into Advanced level classes using Directed Studies courses. All Pacific Island language courses have established Student Learning Outcomes that describe the performance-based skills that students will be able to demonstrate at each language proficiency level.

8. QUALITY OF CURRICULUM DESIGN

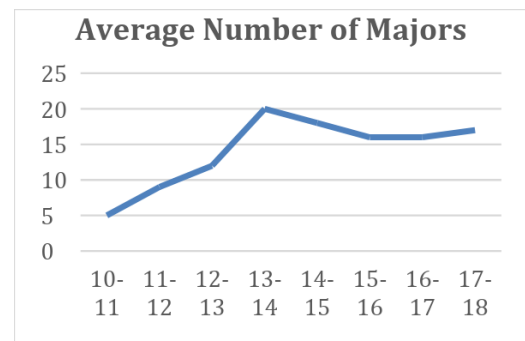
The center has long offered the interdisciplinary MA in Pacific Islands Studies, as well as the Certificate in Pacific Islands Studies, which functions as a graduate minor field. In 2011, an interdisciplinary BA program in Pacific Islands Studies was introduced with two areas of concentration available for students. Courses to support a third concentration were first offered in the 2014-15 academic year (see p36 for concentrations).

Baccalaureate program. The BA program arose in response to a number of significant developments, including increased student demand, particularly from underserved minority students, and state needs for individuals knowledgeable about the growing Pacific Islander communities in Hawai'i and elsewhere in the US. It also addresses several of the imperatives identified in recent UHM strategic plans, particularly calls to increase service-learning opportunities and to enhance UHM's role as a Pacific place of learning. With the introduction of the BA, the number of regularly offered undergraduate CPIS courses expanded from 3 in 2007–

08 to 10 in 2017–18. The number of declared majors continues to expand and in fall 2018 will exceed 25 for the first time. Some 85% of these students are underserved minorities.

A majority of CPIS majors enter as transfer students (6 incoming for Fall 2018) from the UH system, using articulation pathways, and new agreements are being pursued for similar pathways with West Coast community colleges such as CCSF and College of San Mateo. A group of 30 CCSF students attended the CPIS student conference in February 2017, and 5 of them intend to enter the CPIS BA program in fall 2018.

BA requirements. Students majoring in Pacific Islands Studies earn at least 33 credit hours in Pacific-related course work plus at least two years of training in one of the 6 Pacific Islands languages (including Hawaiian)



taught at UHM (12–16 credits). The BA has three interrelated areas of concentration with course offerings associated with each of these tracks: (a) Public Policy and Community Development; (b) Contemporary Issues; and (c) Culture, Arts, and Performance. Students are required to take the introductory *Pacific Worlds* course, as well as one 200- and one 300-level course in each of the three concentrations, as well as a senior capstone experience. Students must take the following CPIS courses: PACS 108 *Pacific Worlds*, PACS 201 *Islands of Globalization*, PACS 202 *Pacific Islands Movement and Migration*, PACS 301 *Pacific Communities in Hawai'i*, PACS 302 *Contemporary Issues in Oceania*, PACS 303 *Pacific Art, Ritual, and Performance*, and PACS 401 *Senior Capstone*. Students meet other degree requirements by selecting from a list of more than two dozen Pacific-related courses regularly offered in other UHM departments or by taking elective CPIS courses on a variety of topics offered periodically as PACS 492

Topics in Pacific Islands Studies, or the new (2016) PACS 493 *Moving Images in the Pacific*. To build on a student's chosen concentration, an additional two courses (6 credits) are required from among a list of concentration elective courses offered by other departments.

During the current grant period, study abroad opportunities were developed and internships added as important new dimensions of the undergraduate experience. Also worth noting is the recent addition of Write Oceania, an innovative mentoring program integrated into the curriculum to help students progressively improve their comprehension and writing skills.

Graduate programs. At the core of the two-year **MA program in Pacific Islands Studies** is an integrated series of three graduate seminars taken sequentially: PACS 601 *Learning Oceania*, PACS 602 *Re/Presenting Oceania* (both taken in Semester 1), and PACS 603 *Researching Oceania* (taken in Semester 2). PACS 601 introduces students to key issues of learning and research in this dynamic interdisciplinary field of study, including questions of approach, epistemology, and positionality. It covers key readings in a growing Pacific Islands Studies canon, and helps students identify possible MA research topics. PACS 602 explores how Oceania has been represented in dominant academic literature and other media, and how indigenous Pacific Islanders "write back" through distinctive forms of scholarship and creative expression. In PACS 603, students develop a comprehensive research proposal, select members of their MA committees, and sit the MA Written Examination ("comps"), which is designed to test general knowledge of the Pacific Islands region as well as readiness to conduct research. MA students can choose to write a thesis, or select the MA Portfolio option, designed for those wishing to include in their work innovative elements of performance, creative writing, artwork, or multimedia. A total of 30 credit hours are required for the MA degree, including the core graduate seminar sequence. Other course offerings by core and affiliate faculty are grouped into

clusters around key themes or topics, and students can select among them to meet focus and elective requirements. Students must have at least second-year level of competence in a Pacific Island language. The center's graduate **certificate program** allows students in other MA and PhD programs to acquire Pacific expertise. Candidates must take 18 credits in Pacific-related courses, including at least one of the core graduate seminars, and pass the MA Written Examination.

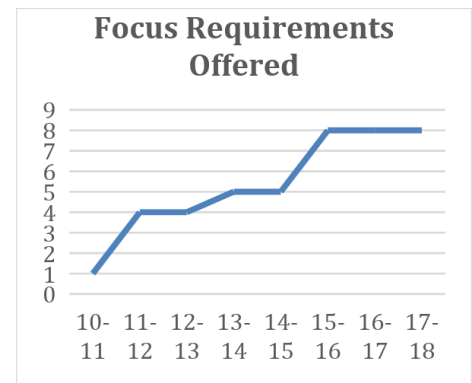
Assessment. CPIS faculty have worked hard to align MA and BA program outcomes with Institutional Learning Outcomes (ILOs) for UHM as a whole, and to map program outcomes through Student Learning Outcomes (SLOs) across all course syllabi. Rigorous assessment program have been instituted, resulting in detailed assessment rubrics, periodic adjustments to SLOs and student assignments, as well as better coordination of content across course offerings. In 2014 the UHM Assessment Office (AO) described the CPIS program as exemplary, and in 2015 CPIS faculty won the AO poster competition for most impactful assessment.

Opportunities for other students. Undergraduate students from many departments take CPIS courses, in part because all PACS courses offer UH-wide focus requirements. From an initial offering of 1 focus requirement (Hawaii-Asia-Pacific) for PACS 108, PACS courses now provide all 8 general education focus requirements, allowing BA students to meet these requirements within the major and providing service to the rest of the campus. A dual MA degree in Pacific Islands Studies and Library and Information Science is available, and students can readily negotiate dual degrees with other programs in the social sciences and humanities as well as in the professional schools. Students from other departments can also take the center's Certificate program. Recent recipients of the certificate have come from graduate programs in Natural Resources and Environmental Management, Ethnomusicology, Education, History,

Geography, Anthropology, and Social Work. Graduate students from other departments regularly take CPIS graduate seminars and upper-division courses.

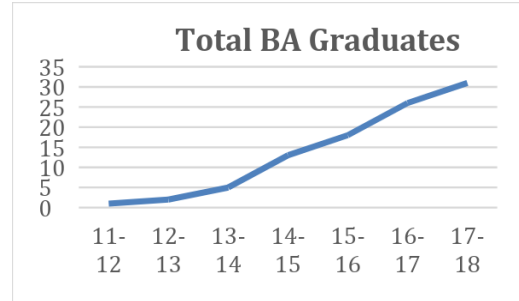
Academic and career advising. Education specialist Walsh is tasked with undergraduate academic advising. By 2016 the number of declared majors had grown to 20 and a larger than usual incoming student cohort for Fall 2018 will increase majors to at least 25 for the first time. Academic advising is mandatory each semester for all undergraduate students. This fosters the development of close relationships and facilitates mentoring and support of the center's undergraduate students, most of whom are underrepresented minorities.

Career counseling is integral to academic advising and the opportunities associated with concentrations within the BA, and service learning and internship opportunities provide hands-on community engagement, encourage networking, and create



employment opportunities. All majors engage in service learning, and between Spring 2016 and Spring 2018 a total of 10 students held internships. So far, two internships have led to paid employment, one as a docent at Iolani Palace, the other as a legislative analyst for a state representative. Students who choose the Public Policy and Community Development track pursue service learning at community centers or social service sites. One graduate is now employed by Salvation Army at a community center for Pacific Islander migrants. Students in the Arts, Culture, and Performance track work with local nonprofits and state agencies in the arts, including museums and cultural preservation organizations. Students in the Contemporary Regional Issues track gain experience working with community groups dealing with political and legal issues or concerned about pressing environmental issues such as climate change.

Since the BA program produced its first graduate in Spring 2012, 31 students have earned the degree. To date, 5 BA graduates have enrolled in the CPIS MA program and 2 are enrolled in other MA programs. Two alumni, both honors students, have gone on to serve regionally, one in the US Peace Corps and the other in the Secretariat of the Pacific Islands Forum in Fiji. A recent graduate (Fall 2017) now works for the Ministry of Resources and Development in the Republic of the Marshall Islands.



Graduate advising is primarily the responsibility of the 5 members of the core CPIS instructional faculty, although 3-person MA and certificate committees are also chaired and directed by members of the affiliate faculty. The center's Graduate Chair coordinates advising for MA and certificate students. Student progress is tracked using the UHM Star database, progress forms filed with UHM's Graduate Division, and regular consultations.

CPIS is committed to the professional placement of its MA graduates. Many (approximately 40%) go on to pursue PhD studies or attend law school at top universities in the United States (University of Chicago, University of California, Santa Cruz, UHM); Australia (Australian National University); New Zealand (University of Auckland, University of Waikato, University of Canterbury); Japan (Okayama University); and the United Kingdom (London School of Economics). CPIS monitors employment opportunities, contacts students directly, and publishes notices on its Facebook page, or through its alumni email network. The list of more than 270 MA graduates includes high-ranking cabinet members of Pacific Island nations, prominent artists, scholars, educators, and community development leaders throughout the US and the Pacific, as well as locally elected officials. CPIS alumni hold faculty positions

throughout the UH system and in universities elsewhere, including UCLA, Lake Forest College, Australian National University, Victoria University of Wellington, University of the South Pacific, National University of Samoa, University of Papua New Guinea, University of Guam, Hitotsubashi University, Osaka University, and Okayama University.

Study abroad opportunities. Working with UHM language instructors during the current grant period, CPIS successfully developed 3 new 4-week summer study abroad programs in Pacific locations. The first was hosted by Waikato University in Aotearoa/New Zealand in 2015, the second by National University of Samoa in 2017, and the third by University of French Polynesia in 2018. Additional programs in Palau, Marshall Islands, and Fiji are proposed for the upcoming grant period. In 2017 the Wansolwara Initiative for Student Exchange (WISE) was launched to encourage student exchange among Pacific Studies programs in Oceania. To date, 2 students from the Australian National University and 1 from Victoria University of Wellington (VUW) have spent a semester at UH, and 2 CPIS students have attended VUW and University of Auckland, respectively.

At the graduate level, both the thesis and MA Portfolio options include a formal research component, and some 60% of students who graduated in recent years conducted MA research in Pacific locations outside of Hawai'i. The UHM exchange agreement with the University of French Polynesia (UPF) has been particularly active in recent years, and UHM students have been able to participate in regular joint seminars and classroom discussion with UFP colleagues and students using videoconferencing technology as well as in-person exchanges. A new agreement with the Australian National University (ANU) was inaugurated when CPIS hosted 15 ANU undergraduate students for an interactive, three-week field school in November 2014, and a similar group visited in 2016. CPIS faculty and graduate students have long provided

orientation sessions for students en route to semester-long study abroad programs in Samoa and Fiji organized by the Vermont-based School for International Training.

9. OUTREACH ACTIVITIES

Full-time Outreach Director Dr. James Viernes plans and coordinates a wide range of Pacific-related outreach activities, providing university and community programming primarily focused on three core areas: Curriculum and Resource Development, Professional Development and Conferences, and Community Events. Viernes also edits the center's newsletter and other public information resources, manages the CPIS website and social media platforms, and helps administer the NRC grant. During the grant period, CPIS created 30 new educational resources; hosted 5 international conferences; conducted 20 professional development workshops; developed 3 study abroad programs; and organized 65 community events for a total of 4,735 participants.

Elementary and Secondary Schools. During the current grant period, CPIS delivered 18 teacher training workshops for K-12 teachers on culturally responsive pedagogies relating to the growing number of Micronesian students in US classrooms. A total of 540 teachers across the State of Hawai'i and Guam participated in these workshops, and many interested others had to be turned away. Workshops featured lectures by Micronesian scholars and consultants, interactive activities, and the collaborative development of resources such as lesson plans. CPIS also produced more than 30 educational resources specific to Pacific area studies and languages. For elementary and secondary schools, these include a Pacific population dynamics and census materials resource; 2 primers on Culturally Responsive Teaching for Micronesians; 3 instructional and documentary films; and 5 lesson plans.

Postsecondary Institutions. Over the last 4 years, CPIS has developed a wide range of resources designed to increase the capacity of postsecondary teachers to incorporate Pacific Islands language and area studies into the curriculum. Working with colleagues in the UHM College of Education and other UHM-based NRCs (East Asia, Southeast Asia), CPIS core faculty Mawyer helped to develop a new course offering in the COE, *Teaching Asia and the Pacific*, which is now regularly offered as Institute of Teacher Education (ITE) 440. CPIS core faculty Kabutaulaka and Quan Bautista worked with colleagues at Kapi'olani Community College (KCC) to establish two new offerings at KCC, PACS 201 *Islands of Globalization*, and PACS 202 *Pacific Islands Movement and Migration*. These are required courses in the CPIS BA and so facilitate KCC student transfers to UHM.

The center's international conferences are well regarded. In recent years the CPIS annual student conferences have proved particularly successful, providing important opportunities for postsecondary students to share their work, receive peer feedback, and engage with established Pacific scholars in ways that nurture their professional development. First launched in 2012, recent conference titles include Decolonizing Pacific Islands Studies: Decolonizing Oceania (2015); Na alanui i ka hohonu: Pathways to Understanding Oceania (2016); Expressing Oceania: Pacific Islands Studies on the Page, on the Stage, and Beyond (2017); and Ke Au Hou (A New Era): Sustaining Pacific Islands Knowledge (2018). Attendance now exceeds 150 student and community members each year, and keynote speakers have included top international names in Pacific Studies such Professor Damon Salesa (University of Auckland), Professor Linda Tuhiwai Smith (University of Waikato), Professor Konai Helu Thaman (University of the South Pacific), Professor Katerina Teaiwa (ANU), and the late Professor Teresia Teaiwa (Victoria University of Wellington). Presenters include community college and university students from Hawai'i, as

well as from schools in the continental US, New Zealand, Australia, Fiji, Samoa, Guam, and France. In March 2015, CPIS partnered with the UHM Department of Ethnic Studies to host an international conference called Our Future Our Way: Directions in Oceanic Ethnic Studies, which attracted more than 100 participants.

In February 2016, the 2-day Teaching Oceania Workshop brought together 25 instructors from Hawai'i, California, American Samoa, Guam, Pohnpei, Palau, Fiji, and New Zealand to identify gaps in available resources and discuss challenges to teaching Pacific Studies at the postsecondary level. Participants worked collaboratively to produce text for 4 interactive iBooks designed for early postsecondary students, and covering the broad themes of Gender, Militarism and Nuclear Testing, Health and Environment, and Arts.

In addition to the workshops offered to K-12 teachers mentioned above, professional development opportunities were delivered to faculty in CCs in the San Francisco Bay Area. The center facilitated a Pacific Studies workshop for faculty of the CCSF, where an AA degree in Pacific Studies has recently been approved. In April 2018, CPIS hosted faculty, staff, and administrators from the CSM to provide guidance on culturally responsive teaching for their growing Pacific Islander student population, and on expanding the curriculum beyond its current Polynesia emphasis. As previously mentioned, CPIS worked with UHM colleagues to pilot 3 new Pacific study abroad programs.

Business, Media and General Public. In 2014-18, the CPIS outreach program organized 65 community events, including public lectures and exhibits featuring Pacific scholars and artists, festivals, film screenings, performances, roundtable forums, and radio broadcasts. These events were cosponsored by a wide range of community partners, including private businesses and nonprofits, and drew a collective audience of 4,735. A notable recent collaboration is with Bess

Press, a locally owned book publishing company with a large list of Pacific-related educational publications. The “Oceania on the Reel Pacific Film Series” was held at Bess Press’ facilities, offering the community access to recent Pacific-related documentaries and other films, focus group discussions, and performances. Since 2017, the center has also collaborated with Twiddle Productions Inc., the Honolulu Museum of Art, and Cultural Animators to produce the three-day Cultural Animation Film Festival (CAFF). Featuring culturally oriented, animated films from across the globe and with a growing number of Pacific focused films, the CAFF drew an estimated community audience of 400 each year. Similarly, the center has been a lead collaborator with private businesses and nonprofit organizations to offer the annual Celebrate Micronesia festival, which has gathered an estimated audience of 400 each year.

The Contemporary Pacific (TCP) is one of the most visible, successful, and public of CPIS endeavors. Subscriptions to the electronic edition of journals are fast eclipsing those to print editions: While there are 191 subscribers to the print edition of TCP, the journal is available electronically through Project MUSE (in 2017, 2,554 institutions worldwide subscribed to MUSE collections that include *TCP*) and JSTOR (5,339 institutions worldwide subscribe to the JSTOR collection that includes *TCP*). In addition, all back issues of *TCP* are freely available online via the UH library’s digital depository, ScholarSpace. During 2017 alone, there were 68,933 downloads and 26,090 pageviews of *TCP* articles on ScholarSpace. Research archived in ScholarSpace is also widely distributed through OAIster, a worldwide union catalog of digital resources, further increasing access to *TCP*.

In addition to the five volumes in its sister series, South Sea Books, the center’s award-winning Pacific Islands Monograph Series (PIMS) continues to meet national and international needs for high quality scholarly works about the region. To date PIMS has published 28

volumes. For PIMS 29, a volume with the working title *God Is Samoan: Dialogues between Culture and Theology in the Pacific*, by Matt Tomlinson, is now being copyedited. The PIMS editorial board has also encouraged the submission of a collection of articles by Professor Teresia Teaiwa, a leading light in the field of Pacific Studies who passed away in March 2017.

The CPIS Occasional Papers series took a new direction with the publication in 2015 of *Te Kauhiva Tokelau: Composing and Choreographing Cultural Sustainability*, by Candice Elanna Steiner. Like all the CPIS Occasional Papers, this work now available on ScholarSpace for free download, but it may also be purchased in a print edition through Amazon.com's CreateSpace publishing platform. As mentioned above, CPIS has instituted Teaching Oceania, a new series of interactive iBooks. Three iBooks are currently available on topics such as health, environment, and militarism, a fourth (on arts) is in preparation, a fifth is planned, and 6 additional titles will be produced during the upcoming grant period.

Slated to begin in fall 2018, a new publication series with the working title "Oceania Issues" will provide short, succinct analyses of specific issues of concern in the Pacific, written not only for scholars and students but also for audiences outside of academia. This CPIS series is intended for distribution six times a year, in digital, open-access format. A companion podcast series, Oceania Today, is also planned. Other digital resources for researchers, instructors, and students include the *Pacific Studies Initiative*, which contains more than 100 recent Pacific-related syllabi and bibliographies submitted by instructors around the world; *Moving Images of the Pacific Islands*, a comprehensive guide to more than 6,000 films and videos about the Pacific Islands; and an expanding collection of streaming videos featuring recent seminar and conference presentations. The center's listserv reaches more than 1,000 email subscribers, and more than 2,300 follow its Facebook page.

10. FLAS SELECTION PROCEDURES

Advertising the awards. FLAS fellowships are advertised through media most likely to reach interested parties in Hawai'i and on the US mainland, including the awards section of the CPIS website; the center's email listserves for faculty, staff, and graduate students; CPIS' Facebook page and Instagram accounts; the UH Manoa student newspaper; and Student Services offices at UHM, UH Hilo, Brigham Young University–Hawai'i, and selected West Coast universities.

Timing of the selection process. Since 2015–16, notices for the following year have gone out by **1 December** with an application deadline of **1 February**. The review process has been completed and successful candidates notified by **1 April**. The selection process in the 2018-19 process resulted in a strong pool of applications by a range of highly qualified candidates.

Pending the renewal of FLAS funding, successful applicants for support in 2018-19 will be selected and notified and every effort made in coordination with appropriate UHM administration to make the funding available as soon as possible in the fall semester.

Announced priorities. The FLAS review process will take place in two stages, the first to establish a short list of candidates strictly on the basis of merit, the second to give competitive preference to applicants who demonstrate financial need. The second step will be conducted in collaboration with an officer from the UHM Financial Aid Services, who will join the selection committee to assist with FAFSA and other information relating to financial need. At least 25% of FLAS awards will be made to individuals with demonstrated need, and the selection committee will be instructed accordingly.

Application process. Students apply for FLAS using an online application form available via the CPIS and UHM Star scholarship websites. The form is accompanied by a list of frequently asked questions and detailed instructions for completing and submitting the form, emphasizing

selection criteria. The form requests general information including citizenship/residence status, degree sought, prior fellowships and awards, language proficiency, and academic background. Applicants identify their career goals, list 3 references, outline a detailed program of study for the fall and spring semesters, and submit a short (500-word) statement of purpose discussing how language and area studies inform their academic and career plans.

Selection committee. A 3-person committee reviews the applications and selects awardees. Two of the members of selection committee are CPIS faculty; the third is drawn from the faculty of IPLL. In the second round of the selection process, an officer from UHM Financial Aid Services joins the committee as a non-voting member to advise about applicants' financial need.

Selection criteria. In addition to financial need, every attempt is made to identify applicants who demonstrate (a) a program of study with a central role for Pacific language and area studies; (b) strong academic and career potential; (c) commitment to long-term engagement with the Pacific Islands region; and (d) a strong likelihood of employing language and area studies skills in future activities. Successful candidates are asked to sign an agreement to complete biennial online surveys over a period of 8 years to track postgraduate employment, education, or training, and their contributions to areas of national need. They will also be asked to join the LinkedIn networking site to help CPIS track their employment movements and contact information.

11. PRIORITIES

NRC Competitive Preference Priority 1: The activities described elsewhere in this proposal (pp 1-5), include significant and sustained collaborative activities with several MSIs and CCs.

Indeed, 5 of 11 project activities described involve such collaboration.

Activity 1.A. *Increase the number of Early College opportunities in high schools*

Collaboration with Kapi'olani CC (KCC) and Leeward CC (LCC), both MSIs in the UH system

Activity 2.A. *Develop a professional association for Pacific Studies in the US.*

Collaboration with a number of US colleges and universities, including City College of San Francisco (CCSF), College of San Mateo (CSM), and several campuses in the UH system (e.g. KCC, LCC, UH Hilo) which are either CCs, MSIs or both.

Activity 2.B. *Develop more digital text books for undergraduate courses*

Collaboration with a number of colleges and universities, including City College of San Francisco (CCSF), College of San Mateo (CSM), and several campuses in the UH system (e.g. KCC, LCC, UH Hilo) which are either CCs, MSIs or both.

Activity 2.D. *Expand and enhance Pacific Islands studies course offerings at universities and colleges in Hawai'i, on the US mainland, and in US-affiliated Pacific Islands.*

Collaboration with a number of US colleges and universities, including UH Hilo, Chaminade University Hawaii, City College of San Francisco (CCSF), and College of San Mateo (CSM), as well as American Samoa CC, and College of Micronesia, all of which are CCs and/or MSIs.

Activity 3.A. *Increase opportunities for area and language study overseas*

Collaboration with 2 CCs in the UH-affiliated Pacific, Palau CC and College of Marshall Islands.

NRC Competitive Preference Priority 2: Two of 11 activities described on pp1-5 involve collaboration with the UH College of Education.

Activity 1.B. *Provide professional development opportunities for K-12 teachers*

Activity 1.C. *Develop resources to support a multicultural education course taught in the UHM College of Education (COE)*

FLAS Competitive Preference Priority 1. The selection process (pp 48-9) requires that at least 25% of awards be made to individuals with demonstrated need, and specifies how financial need is identified.

Competitive Preference Priority 2. All FLAS-eligible languages identified in this proposal are modern languages other than French, German, and Spanish.

Other Attachment File(s)

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Absolute Priority 1.

1. Diverse Perspectives in Funded Activities

Activities funded by the grant include the teaching of less commonly taught languages (Samoan, Tahitian, Maori, Tongan and Chamorro); collaboration with the UHM College of Education to infuse more area studies materials into the K-12 curriculum; area studies curriculum development in colleges and universities in a variety of locations; development of new study abroad programs; travel throughout the Pacific Islands region to acquire materials for the library; the digitization of Pacific resource materials; efforts to make more information about the region available to national audiences; and promoting the exchange of ideas and information between scholars through professional meetings, seminars, and conferences.

In engaging in the activities outlined above, the center strives to encourage diverse perspectives and the exchange of a wide range of views. Some of the activities will provide pre- and in-service K-12 teachers with a variety of new information about the Pacific Islands region, and better prepare them to convey that information to their students. Several of the other initiatives will further broaden an already rich set of interdisciplinary Pacific-related course offerings at the University of Hawai'i at Manoa, as well as in other parts of the UH system. The international conferences and workshops planned for the grant period will bring together scholars and teachers from many different parts of the Pacific islands region as well as the US Mainland and generate lively debate about key issues impacting the region. The new study abroad programs will allow students to experience cultural and other forms of diversity for themselves and return home with new ideas and insights. Efforts to acquire new materials for the library, and make more Pacific materials and analysis freely available in digital form will also facilitate informed debate and understanding.

2. Government service in areas of national need and in education, business, and nonprofit sectors

The Center for Pacific Islands Studies is committed to the professional placement of its MA graduates. Many (approximately 40 percent) go on to pursue PhD studies or attend law school at top universities in the United States Australia, New Zealand, Japan, and Europe. The center monitors employment opportunities, contacts students directly, and publishes notices in its newsletter, Facebook page, or on its alumni email network. Many graduates have become prominent in the fields of education, government service, library science, public health, and social work. The list includes scholars, educators, and community development leaders throughout the US and the Pacific, as well as locally elected officials. CPIS alumni hold faculty positions throughout the UH system, and in universities elsewhere. These efforts will continue during the grant period.

Career counseling is integral to academic advising and the selection of concentrations within the BA program in Pacific Islands Studies, while service learning (required of all majors) provides hands-on community engagement, develops networks, and creates opportunities for future employment. Students who choose the Public Policy and Community Development track within the major pursue service learning at community centers or social service sites. Students in the Arts, Culture, and Performance track work with local non-profits and state agencies in the arts, including museums, and cultural preservation organizations. Students in the Contemporary Regional Issues track gain experience working with community groups dealing with political issues, or concerned about pressing environmental issues such as climate change. In addition, the center sponsors periodic seminars on the topic "Employing Pacific Studies," which feature alumni panels exploring career opportunities. The panels discuss public service/government leadership opportunities, non-profit community employment in language, arts, and culture, as well as graduate studies and academic careers.

Since the BA program produced its first graduate in April 2012, 31 students have earned the degree. To date, 5 BA graduates have enrolled in the CPIS MA program and 2 are enrolled in other graduate programs. Two alumni, both honors students, have gone on to serve regionally, one in the US Peace Corps and the other in the Secretariat of the Pacific Islands Forum. A recent graduate (Fall 2017) now works for the Ministry of Resources and Development in the US-affiliated Republic of the Marshall Islands. New study abroad opportunities as well as a new internship opportunities will be established during the grant period. These are specifically designed to improve student preparation for a successful transition to graduate studies or to employment in areas of national need. In line with competitive priority 1, many center activities during the 2018-2021 grant period involve close collaboration with community colleges and Minority Serving Institutions. These initiatives will significantly expand the number and types of students with access to foreign language and area studies, and increase the pool of graduates qualified for jobs in areas of national need.

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

Profiles for project-related personnel are listed in alphabetical order following the table of contents.

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Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

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*Joint appointment

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

Director

WESLEY-SMITH, Terence

Center for Pacific Islands Studies

Rank: Professor (Tenured)

Education: BCA (1977) and BCA Hons (1978) Victoria U of Wellington, New Zealand; PhD (1988) UHM.

Acad Experience: 2010-present: Professor and Director, CPIS, UHM; first appointed 1985; 2008-2015: Editor, *The Contemporary Pacific: A Journal of Island Affairs*; 2003–2006: team member, Islands of Globalization, a research/instructional project fund by Ford Foundation; 1997–2003: Project Director, Moving Cultures: Remaking Asia-Pacific Studies, funded by the Ford Foundation; 1979-1981: Teaching Assistant, School of Political Science and Public Administration, Victoria U of Wellington, New Zealand...

Overseas Experience: Studied in New Zealand; research in Papua New Guinea and Palau

Languages: French - 1; Tok Pisin – 2

Percentage of time devoted to area/international studies courses: 100%

Area/International studies courses taught: The Contemporary Pacific, Learning Oceania, and Approaches to Pac Is Studies, Research Materials and Design, Change in the Pacific

Research/teaching specialization: Political economy and international politics of Pacific Islands, with an emphasis on Melanesia, transnational communities in Asia-Pacific, China in Oceania, Pacific Islands studies as an interdisciplinary field of inquiry.

Recent publications:

2018. "Teresia K. Teaiwa: A Bibliography." *Journal of Pacific History* 33:1, 103-7

2016. Geopolitics, Self-Determination, and China's Rise in Oceania. Chapter 5 In Yoko Fujita (ed.), *Self-Determinable Development of Small Islands*. Springer. 85-99.

2016. Reordering Oceania: China's Rise, Geopolitics, and Security in the Pacific Islands. In Michael Powles (ed.) *China and the Pacific: The View from Oceania*. Wellington: Victoria University Press. 98-110.

2016. "Rethinking Pacific Studies Twenty Years On." *The Contemporary Pacific* 18:1, 153-169

2015. China in the Pacific Islands: Impacts and Implications. In Carla P. Freeman (ed.) *Handbook on China and Developing Countries*. Cheltenham, UK, and Northampton, MA: Edward Elgar Publishing. 479-495

2013. China's Rise in Oceania: Issues and Perspectives." *Pacific Affairs* 86(2): 351-372

2013. "Changing Patterns of Power," in Moshe Rapaport (ed.) *The Pacific Islands: Environment and Society, Revised Edition*. University of Hawai'i Press: 147-158

2010 Ed (with Edgar Porter), *China in Oceania: Towards a New Regional Order?* London and New York: Berghahn Books (in press, March publication)

2010 Ed (with Jon Goss), *Remaking Area Studies: Teaching and Learning Across Asia and the Pacific*. Honolulu: University of Hawai'i Press (in press).

Dissertations and theses supervised in last five years: 20

Distinctions: 2003: UH Board of Regents Medal for Excellence in Teaching

Appendix 1: Curriculum Vitae, UH Mānoa
 Language Proficiency (Reading, Writing, Speaking, Comprehension):
 1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

BACCHILEGA, Cristina Department of English
 Rank: Professor (Tenured)
 Education: BA (1978), University of Rome La Sapienza; MA (1980) and PhD (1983) State University of New York at Binghamton (now Binghamton University).
 Acad Experience: 1997-Present: Professor, Dept of English, UHM; 1997-1998: Associate Professor, UHM; 1983: Assistant Professor, UHM.
 Research/teaching specialization: Translation/adaptation of traditional narratives in colonial contexts; decolonial projects in Hawai'i and the Pacific; fairy tales; gender; Hawaiian mo'olelo in translation; cultural studies.
 Languages: Italian – 3, French – 2, Hawaiian – 1
 Area/International studies courses taught: Folklore and Literature: Problems of Translation & Adaptation; Theories of Cultural Studies; Folklore and Oral Tradition
 Recent Publications:
 2018 “‘Decolonizing’ the Canon: Critical Challenges to Eurocentrism.” *The Fairy Tale World*, edited by Andrew Teverson, Routledge.
 2018 “Teaching Fairy-Tale Versions, Adaptations, and Translations,” *Teaching Fairy Tales*, edited by Nancy L. Canepa. Wayne State UP.
 2018 “Colonialism/Postcolonialism/Decolonization.” With Sadhana Naithani (50% each), *Routledge Companion to Media and Fairy-Tale Cultures*. Edited by Pauline Greenhill, Jill Terry Rudy, and Naomi Hamer, Routledge.
 2017 “Where Can Wonder Take Us?” *Journal of the Fantastic in the Arts*.
 2017 “From The Fairy-Tale Web: Intertextual and Multimedia Practices in Global Culture, a Geopolitics of Inequality, and (Un)Predictable Links.” Reprinted from *Bacchilega 2013. The Classic Fairy Tales: A Norton Critical Edition*. Ed. Maria Tatar. W. W. Norton & Company.
 Dissertations and theses supervised: 55.
 Distinctions: 2017: Senior Faculty Excellence in Scholarship & Research Award; 2016: Fulbright Teaching/Research Award.

BAYMAN, James Department of Anthropology
 Professor (Tenured)
 Education: BA (1979) Miami University; MA (1988) Northern Arizona University; PhD (1994) Arizona State University.
 Acad Experience: 1993 to present: Professor of Anthropology, UHM; 2001: Bernice P. Bishop Museum Associate
 Overseas Experience: Fieldwork and teaching in Mariana Islands, and American Samoa.
 Languages: Spanish – 1
 Percentage of time devoted to area/international studies courses: 50%
 Area/International studies courses taught: Pacific/Hawaiian Archaeology; Emerging Humanity
 Research/teaching specialization: Pacific Island archaeology, colonialism, heritage archaeology
 Recent publications
 2017 “Great Powers” in the Pacific Islands: A Calibrated Comparison of Spanish and Anglo-American Colonialism.” In *Historical Archaeology of Early Modern Colonialism in Asia-Pacific: The Southwest Pacific and Oceanian Regions*. University Press of Florida.
 2016 (with J.A. Peterson) “Spanish Colonial History and Archaeology in the Mariana Islands: Echoes from the Western Pacific.” In *Archaeologies of Early Modern Spanish Colonialism*. Sandra Montón-Subías, Maria Cruz Berrocol, and Apen Ruiz Martinez, eds. New York: Spring Press.
 2014 “Fishhooks and Adzes: The pointed and edgy nexus of culture, technology, and early capitalism in Hawaii.” In *Journal of Pacific Archaeology* 5(2).
 Dissertations and theses supervised in last five years: 6
 Distinctions: Collaborations with Guam Preservation Trust and Universitat de Pompeu Fabra.

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

BRISLIN, Thomas College of Arts and Humanities
Rank: Associate Dean (Tenured)
Education: BA (1968) U of Guam; MA (1970) and PhD (1972) Ohio State University.
Acad Experience: 2012-present Interim Assoc. Dean of Arts and Humanities, UHM; 2004-2012 Professor and Chair Academy for Creative Media, UHM; 1990-2004 Professor Department of Journalism/School of Communications, UHM.
Overseas Experience: Work in Germany, France, China, and Japan
Percentage of time dedicated to area/international studies courses: No current teaching
Area/International studies courses taught: Paris on Film; Berlin on Film; International Cinema.
Research/teaching specialization: Pacific Islands fiction, film, theater, art, culture, and history.
Recent publications:
2017 "Ethics and the Commodification of Indigenous Culture in Film," Applied Ethics: The Past, Present, and Future of Applied Ethics, Center for Applied Ethics and Technology.
2016 "Time, Ethics, and the Films of Christopher Nolan," Visual Communication Quarterly. 23:4, 199-209.
2015 "Ethics on Film for Filmmakers," Media Ethics. 27:1.
Dissertations and theses supervised in last five years: Has served on committees.
Distinctions: 2014 Distinguished Alumni Award, University of Guam.

CHAPMAN, William R Department of American Studies
Rank: Professor (Tenured)
Education: BA (1971) U of Virginia; M.St. (1974) U of Oxford; M.S. (1978) Columbia U; Ph.D. (1982) U of Oxford.
Acad Experience: 2016-present: Chair, Department of American Studies, UHM; 2016-present: Professor and Director of the Graduate Program in Historic Preservation, UHM; 1993-present: Independent Consultant in Historic Preservation; 1993-present: Assoc Prof, Historic Preservation Program, School of Environmental Design, U of Georgia. 1983-1985: Historian, National Park Service.
Overseas Experience: Teaching and consulting in Guam, Federated States of Micronesia, and the Commonwealth of the Northern Marianas.
Languages: Thai - 2; Italian - 1; Spanish - 1; Cambodian - 1
Percentage of professional time devoted to Pacific Islands: 20%
Research and field experience: Vernacular Architecture, Historic Cartography, Pacific Area Preservation, Inventory and Survey Techniques, History of Anthropology and Archaeology.
Area/Internationals studies courses taught: Historic preservation courses
Recent publications:
2018 *Ancient Sites of Southeast Asia: A Traveler's Guide through History, Ruins, and Landscapes.* Bangkok and Honolulu: River Books and the University of Hawaii Press.
2017 "Neat, Roomy and Well-Kept..." *The Story of Hawai'i's First Volcano House(s), 1844-1940.* Special Anniversary Publication. Kilauea, Hawai'i: National Park Service, U.S. Department of the Interior, Hawai'i Volcanoes National Park, 2017; Nineteen-century Evolutionary Anthropology. In R. Jon McGee and Richard L. Warms, eds. *Theory in Social and Cultural Anthropology.* London: Sage Publications.
Dissertations and theses supervised in last five years: 10
Distinctions: 2012: Historic Hawai'i Foundation, President's Commendation for Extraordinary Service; 2012: UHM College of Arts and Humanities Excellence in Teaching Award; 2011: Historic Hawai'i Foundation, Frank Haines Award for Lifetime Contributions to the Field; 2009, 2010: Historic Hawai'i Foundation Commendation.

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

CHAPPELL, David A. Department of History
Rank: Professor (Tenured)
Education: BA (1968) Syracuse U; MA (1971) Stanford U; PhD (1991) UHM
Acad Experience: 2014-present: Professor of Pacific History, Africa and World History
Overseas Experience: Research/teaching in New Caledonia, American Sāmoa, Marshall Islands, and Malaysia.
Languages: French - 3; Hawaiian – 1
Percentage of professional time devoted to area/international studies courses: 75-100%
Area/International studies courses taught: Pacific History, 20th-century Pacific history, Africa
Research/teaching specialization: Early maritime history in the Pacific; 20th/21st century Pacific history; nationalism in the modern Pacific, decolonization/development struggles.
Recent publications:
2018 “Voices of Liberation: Indigenous Political Writings in Papua New Guinea, Solomon Islands and Vanuatu during the Decolonization Era,” *Pacific Studies* (BYU-H), 41: 3, 27.
2016 “Water Nations: Colonial Bordering, Exploitation and Indigenous Nation-Building in Kiribati and Tuvalu,” *Pacific-Asia Inquiry* (U. Guam), 7: 1 (Fall), 8-25.
2013 *The Kanak Awakening: The Rise of Nationalism in New Caledonia*. (UH Press, translated into French 2017).
2010 A “Headless” Native Talks Back: Nidoish Naisseline and the Kanak Awakening. *The Contemporary Pacific*, 22: 1, 37-70.
2005 ‘Africanization’ in the Pacific: Blaming Others for Disorder in the Periphery? in *Comparative Studies in Society and History* 47, 2:286–317.
Dissertations and theses supervised in last five years: 10
Distinctions: 2001: Koontz Award from the American Historical Association, Pacific Coast Branch; 1998: World Civilizations Faculty Teaching Award, UHM.

DANIELSON, Edward I. Department of Indo Pacific Languages and Literatures
Rank: Lecturer (not tenure eligible)
Education: AA (1996) Am. Samoa CC. BA (2005) and MA (2014) UHM; PhD student (current) UHM.
Acad Experience: 1998-Present: Lecturer in Samoan, UHM; 2016: team member, Tatau marks of Polynesia research/Documentary funded by the Japanese National American Museum; 2012-2016: Lecture, Le Fetuao Samoan Language Ctr.; 1998-2005: Teaching Assistant, Samoan Language Program, UHM;
Overseas Experience: Study and research in Samoa and American Samoa
Languages: Samoan – 3
Percentage of time devoted to area/international studies courses: 100%
Area/International studies courses taught: First and Second year Samoan Language
Research/teaching specialization: Introductory and Elementary level teaching in Samoan Language.
Pedagogy background: Training and research in community based and postsecondary language instruction
Dissertations and theses supervised in last five years: n/a

Appendix 1: Curriculum Vitae, UH Mānoa
 Language Proficiency (Reading, Writing, Speaking, Comprehension):
 1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

DAWRS, Stuart UH Hamilton Library Pacific Collection
 Rank: Pacific Specialist Librarian (Tenured)
 Education: BA (1988) University of Southern California; MLISc (2004) and MA (2009) UHM.
 Acad Experience: 2006–present, Pacific specialist librarian, Hamilton Library, UHM; 2007–present, adjunct faculty, Library and Information Sciences program, UHM.
 Overseas Experience: Library acquisitions in the Marshall islands, Federated States of Micronesia, Tahiti, Cook Islands, Guam, Saipan, Papua New Guinea, Solomon Islands, New Caledonia, Fiji, Samoa, Tonga, American Samoa, and Palau.
 Language: Spanish – 1; French – 1
 Percentage of professional time devoted to Pacific Islands: 100%
 Area/International studies courses taught: Hawaiian Studies Information Resources, Pacific Islands Information Resources
 Research and teaching specialization: Early post-independence literature of Papua New Guinea, Pacific literature, Hawaiian and Pacific information resources.
 Recent scholarly publications:
 2016 “Pacific Literature Searches in the Digital Age.” *The Contemporary Pacific*. Vol. 28, no. 2. 412-426.
 2016 “The cowboy poet of Kona: Fourth-generation paniolo Allen Wall tells stories of Hawaii Island’s ranching culture.” *Hana Hou!* Vol. 19, no. 6. December/January. 77-87.
 2016 “A tale of two canoes: In the 1920s, Malolo and Naia were carved from the same koa log in the fishing village of Milolii. After decades away, they’ve finally come home.” *Hana Hou!* Vol. 19, no. 5. October/November. 69-79.
 2012 “Virtually There: Open Access and the Online Growth of Pacific Dissertations and Theses.” *The Contemporary Pacific*. Vol. 24, no. 2. 347-357.
 Dissertations and theses supervised in last five years: n/a

GOLUB, Alex Department of Anthropology
 Rank: Professor (Tenured)
 Education: BA (1995) Reed College; MA (1997) University of Chicago; Ph.D. (2006) University of Chicago.
 Acad Experience: 2006-present: Professor of Anthropology, UHM.
 Overseas Experience: Research in Papua New Guinea
 Languages: Tok Pisin - 3; French - 1
 Percentage of time devoted to area/international studies courses: 25%
 Pacific Courses taught: Melanesian Anthropology, Pacific Island Cultures
 Research/teaching specialization: Mining and customary land tenure in Papua New Guinea, history of Papua New Guinea, political anthropology, virtual worlds and video games.
 Recent Publications:
 2016 Golub, Alex, John Kelly, Daniel Rosenblatt. *A Practice of Anthropology: Essays In Honor of Marshall Sahlins*. McGill-Queens Press.
 2016 “How Mana Left the Pacific and Became a Video Game Mechanic.” In *New Mana: Transformations of a Classic Concept in Pacific Languages and Cultures*. Canberra: ANU Press. (With Jon Peterson)
 2014 *Leviathans at the Gold Mine: Creating Indigenous and Corporate Actors in Papua New Guinea*. Durham, N.C.: Duke University Press.
 2013 Golub, Alex and Mooweon Rhee. “Traction: The Role of Executives in Localising Global Mining and Petroleum Industries in Papua New Guinea.” *Paideuma* 59:215-236.
 Distinctions: 2015: Executive Award, American Anthropological Association; 2015: Book Prize, Association for Political and Legal Anthropology; 1999: Fulbright-Hays Doctoral Dissertation Fellowship.

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

GOODYEAR-KA'ŌPUA, Noelani Department of Political Science
Rank: Associate Professor (Tenured)
Education: PhD (2005) University of California, Santa Cruz.
Acad. Experience: 2018-2021: Chair, UHM Dept of Political Science; 2007-Present: Assoc Professor UHM Dept of Political Science; 2012-2014: UHM Dept of Political Science Undergraduate Chair.
Overseas Experience: Research in Rotuma, Fiji, and Hawaii. Traveled throughout the Pacific Europe, Asia, and Russia.
Languages: Hawaiian – 2; English – 3.
Percentage of time dedicated to area/international studies courses: 50-75%
Area/International studies courses taught: Hawaiian Politics, Indigenous Politics, Indigenous Theory, Indigenous Peoples and Problems of Sovereignty.
Research/teaching specialization: Hawaiian/Indigenous Studies, Interdisciplinary Political Studies.
Recent publications:
2018 "Now We Know: Resurgences of Hawaiian Independence." *Politics, Groups and Identities*.
2018 "Making 'Aha: Independent Hawaiian Pasts, Presents, and Futures." *Daedalus Journal of American Academy of Arts and Sciences*.
2017 "Protectors of the Future, not Protestors of the Past." *South Atlantic Quarterly*, 116, no.1.
2016 "The Practice of Kuleana: Reflections on Critical Indigenous Studies Through Trans-Indigenous Exchange." In *Critical Indigenous Studies in the First World: Deliberations, Debates and Dilemmas in Theory and Practice*. A. Moreton-Robinson, ed. U of Arizona Press.
2016 "Reproducing the Ropes of Resistance: Hawaiian Studies Methodologies." In *Kanaka 'Ōiwi Methodologies: Mo'olelo and Metaphor*. K. Oliveira and K. Wright, eds. UH Press 2014. *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*. Duke University Press.
Distinctions: 2013: Chancellor's Citation for Meritorious Teaching; 2010-2011: Mellon-Hawai'i Postdoctoral Fellowship; Exec Board Member, Native American and Indigenous Studies Association.

FARIS, Jaimey Hamilton Department of Art and Art History
Associate Professor (Tenure)
Education: BA (1995) U of California; MA(1998) and PhD (2006) Boston University.
Acad Experience: 2013–present: Assoc Professor, UHM Dept of Art and Art History; 2006 to 2013: Asst Professor, UHM Dept of Art and Art History; 2003-2006: Lecturer, MassArt.
Overseas Experience: Conferences/exhibitions in Hong Kong, Germany, Italy, Scotland and England.
Percentage of time devoted to area/international studies: 50%
Area/International studies courses taught: Art History, Modern Art, Methods, Critical Theory, Local/Global Art, Land in Art, Appropriation in Art, Installation Art, Identity in Art, Art in Hawaii
Research/teaching specialization: Art and Art History.
Recent publications:
2018 "Honolulu Biennial: Middle of Now|Here" *The Contemporary Pacific* v. 30, no.1.
2017 "Restructuring Place in Hawaii: A conversation with Jaimey Hamilton Faris, Margo Machida, Sean Connelly and Lynne Yamamoto," *Art Journal Open*,
2016 "Pop," *Grove Art Dictionary 2013 Uncommon Goods: Global Dimensions of the Readymade*. London: Intellect Press.
2015 "Rooms in Alibi: How Akasegawa Genpei Framed Capitalist Reality," in *ARTMargins*, vol. 4, no. 3 (Fall 2015).
Dissertations and theses supervised in last five years: 6
Distinctions: 2018: Writing Residency, BANFF Center for Arts and Culture; 2018: Excellence in Teaching, UHM; 2017: Japan Foundation, Small Projects Grant; 2016: UHM Dean's Award; 2015: Critical Studies Fellow, Cranbrook Art.

Appendix 1: Curriculum Vitae, UH Mānoa
 Language Proficiency (Reading, Writing, Speaking, Comprehension):
 1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

HANLON, David Department of History
 Rank: Professor (Tenured).
 Education: BA (1970) Holy Cross College; MA (1976) Johns Hopkins U; PhD (1984) UHM.
 Acad Experience: 2008–present: Professor, UHM Dept of History; 2002 to 2008: Professor and Director, CPIS, UHM; 1983-2002, Asst Prof, Assoc Prof, and Prof, Dept of History, UHM.
 Overseas Experience: Teaching and research in Micronesia, Sāmoa, Japan, and Australia.
 Languages: Ponapean - 3; French - 2; Japanese – 1
 Percentage of time devoted to area/international studies: 75–100%
 Research/teaching specialization: Culture contact, missions, development, historiography, and Micronesia.
 Area/International studies courses taught: Pacific History/Historiography, Ethnographic History
 Recent publications:
 2018 A Different Historiography for a "Handful of Chickpeas Flung Over the Sea;" Approaching the Federated States of Micronesia's Deeper Past. In *Pacific Futures: Past and Present*. Honolulu: University of Hawai'i Press.
 2018 L(o)osing Tere, *Journal of Pacific History*, 53:1, pp. 90-96.
 2017 Losing Oceania to the Pacific and the World, *The Contemporary Pacific*, 22:9, pp. 286-318.
 2015 Space Wars: Nan Madol as Cultural and Political Property, in *Pacific Alternatives: Cultural Heritage and Political Innovation in Oceania*, London: Sean Kingston Publishing.
 2014 *Making Micronesia: A Political Biography of Tosiwo Nakayama*. Honolulu: University of Hawai'i Press.
 Dissertations and theses supervised in last five years: 5
 Distinctions: 2015: Terada Mari Japan Study Encouragement Award; 2010: Visiting International Colleague, College of Asia and the Pacific, Australian National University;

HERENIKO, Vilsoni Tausie Academy for Creative Media
 Rank: Professor (Tenured)
 Education: BA (1977) U of the South Pacific; MEd. (1982) U of Newcastle-upon-Tyne; PhD. (1992) U of the South Pacific.
 Acad Experience: 2012-2018: Professor of Creative Media, Academy for Creative Media, UHM; 2010-2012: Director and Professor, Oceania Center for Arts, Culture, U of the South Pacific, 2008–2010: Director and Professor, CPIS, UHM.
 Overseas Experience: Research/travel in Rotuma, Fiji, Pacific Europe, and Asia, Iran, and Russia.
 Languages: Rotuman – 3
 Percentage of time dedicated to area/international studies courses: 100%
 Area/International studies courses taught: Oral Tradition to Screenplay, Indigenous Aesthetics, Oceanic Media and Culture.
 Research/teaching specialization: Pacific Islands film, literature, cultures, and indigenous aesthetics.
 Recent publications:
 2018 Review of Disney's animated feature film *Moana* in *The Contemporary Pacific*: 30:1, 216-224.
 2017 *Let the Mountain Speak*. Honolulu Biennale, Ohina Short Film Festival (Hawaii), Wairoa Film Festival (New Zealand).
 2016 *Mirage*. Hawaii International Film Festival, Brisbane Asia-Pacific Film Festival.
 2016 *Sunday in Paradise*. Hawaii International Film Festival, FIFO (Tahiti), Guam International Film Festival.
 Distinctions: 2016-2017: Creative Lab Hawai'i: Producers' Immersive; 2015: Asia Pacific Screen Lab; 2013: Motion Pictures Association and Asia Pacific Screen Award.

Appendix 1: Curriculum Vitae, UH Mānoa
 Language Proficiency (Reading, Writing, Speaking, Comprehension):
 1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

HO'OMANAWANUI, S. Ku'ualoha Department of English
 Rank: Associate Professor (Tenured)
 Education: BA (1991), MA (1997), PhD (2007) UHM
 Acad Experience: 2012-present: Associate Professor, Dept of English, UHM; 2007-2012: Asst Professor, Dept of English, UHM
 Area/International studies courses taught: Hawai'i: Center of the Pacific; Hawaiian Mythology, Children's Literature, Expository Writing, Contemporary Hawaiian Literature, Poetry and Drama, Women Writers on Women, Literature and Culture, Ethnic Literatures of Hawai'i, Pacific Literature
 Research/Teaching Specialization: Traditional Hawaiian orature; Hawaiian and Pacific literature; Pacific women's writing; Theory, practice, and problems in translation; Indigenous literary nationalism and place-based indigenous literacy.
 Recent publications:
 2017 "He Ahu Mo'olelo: E Ho'okahua i ka Paepae Palapala Hawai'i (A Cairn of Stories: Establishing a Foundation of Hawaiian Literature)." *Palapala* 1.1.
 2017 "Nā Keiki a me nā Hānaiahuhu: Children and Pets in Hawaiian Culture." *Childhood and Pethood in Literature and Culture, New Perspectives in Childhood Studies and Animal Studies*. Eds. Anna Feuerstein and Carmen Nolte-Odhiambo. New York: Routledge.
 2015 "Ka Li'u o ka Pa'akai (Well-seasoned with Salt): Recognizing Literary Devices, Rhetorical Strategies and Cultural Aesthetics in Kanaka Maoli Literature." *Huihui, Pacific Rhetoric and Aesthetics*. Eds. Jeff Carroll, Brandy Nalani McDougall and Georganne Nordstrom. Honolulu: University of Hawai'i Press.
 Distinctions: 2017: Honorable Mention, Native American Cultures, Literatures and Languages Award.

KABUTAUAKA, Tarcisius Center for Pacific Islands Studies
 Rank: Associate Professor (Tenured)
 Education: BA (1988) and MA (1992) U of the South Pacific; PhD (2001) Australian National U;
 Acad Experience: 2009–present: Assoc Professor, UHM CPIS; 2010–present: General editor of the *Pacific Islands Monograph Series*, UH Press; 2009–present: Member of the editorial board of *The Contemporary Pacific*; 2003–2008: Research Fellow, East-West Center; 1992–1996 and 2000–2003: Lecturer, University of the South Pacific; 1989: Lecturer, Solomon Islands College of Higher Education.
 Overseas Experience: Born and raised in Solomon Islands. Lived and worked in Fiji and Australia.
 Percentage of time devoted to area/international studies courses: 100%
 Languages: Tolo – 3; Solomon Islands Pijin – 3; Fijian – 1
 Area/International courses taught: Natural Resources and Economic Development; Islands of Globalization; and, Pacific Worlds (introductory undergraduate course).
 Research and teaching specialization: China and Oceania, land and economic development, natural resources, governance, regionalism, conflicts and post-conflict rehabilitation/peace-building, international interventions.
 Recent publications:
 2017 "China and Natural Resource Development in Oceania: Feeding the Dragon." In *China and the Pacific: the view from Oceania*, edited by Michael Powles, Wellington: Victoria University Press.
 2015 "Re-Presenting Melanesia: Ignoble Savages and Melanesian Alter-Natives." *The Contemporary Pacific*, 27 (1): 110– 45.
 2015 "Tuhu Vera: My journeys, routes, places and identities." In *Oceanian Journeys and Sojourns: home thoughts abroad*, edited by Judith Bennett, Dunedin: Otago University Press, pp. 192–219.
 Dissertations and theses supervised in last five years: 5

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

KAME‘ELEIHIWA, Lilikalā Hawai‘inuiākea School of Hawaiian Knowledge
Rank: Professor (Tenured)
Education: BA (1980), MA(1982), PhD (1986) UHM
Acad Experience: 1999-present: Professor, Center for Hawaiian Studies, UHM; 1993-1994, 1998-2004, 2014-2017: Director, Center for Hawaiian Studies, UHM; 1993-1999: Associate Professor, Center for Hawaiian Studies. 1987-1993: Assistant Professor, Center for Hawaiian Studies; 1986-1987: Assistant Professor, Hawaiian History, UHM.
Overseas experience: Travel in New Zealand, Easter Island, French Polynesia, Japan, Europe
Languages: Hawaiian – 3, French – 1
Percentage of professional time devoted to area/international studies courses: 100%
Area/International studies courses taught: Hawaiian mythologies and genealogies, comparative Hawaiian and Tahitian cosmogonies
Research/teaching specialization: History, literature, and land tenure of the Hawaiian people; Comparative Hawaiian and Polynesian genealogy; history, mythology, and literature of Polynesia; Traditional Hawaiian, Pacific navigation; Modern Polynesian sovereignty movements and international rights for Native Peoples.
Recent publications:
2016 *Food and Power in Hawai‘i: Visions of Food Democracy*, Aya Hirata Kimura and Krishnawati Suryanata (eds); Kame‘eleihiwa: Chapter 3, “Kaulani O‘ahu me he ‘Āina Momona.” UH Press.
2016 “*The Miracle of Higher Education at UH Manoa?*” Article co-authored with Kaiwipuni Lipe in Hūlili: Multidisciplinary Research on Hawaiian Well-Being Journal. Volume 11, in Spring 2016.
Dissertations and theses supervised in last five years: Has served on committees
Distinctions: 1998: Recognized as one of four Outstanding Native Hawaiian Educators by Office of Hawaiian Affairs.

KLEIBER, Eleanor UH Hamilton Library Pacific Collection
Rank: Pacific Specialist Librarian (Tenured)
Education: BA (2002) Wellesley College; MLIS and MAS (2006) U of British Columbia.
Acad Experience: 2011-present: Librarian, Pacific Collection, UHM. 2016-present: Affiliate Faculty, CPIS and the Library and Information Science, UHM.
Overseas Experience: Studied and worked in Fiji and New Caledonia; Library acquisitions in Marshall Islands, Guam, Palau, the Federated States of Micronesia, Commonwealth of the Northern Mariana Islands, New Caledonia, Vanuatu, Solomon Islands, Fiji, French Polynesia and Easter Island.
Languages: French - 2
Percentage of time devoted to area/international librarianship: 100%
Area/International studies courses taught: Introduction to Hawaii & Pacific Librarianship.
Research/teaching specialization: Pacific Librarianship.
Recent publications:
2017 (with Andrea Berez-Kroeker, Danielle Yarbrough, Mike Chohey and Ryan Shelby), “Making Pacific Language Materials Discoverable” in *The Contemporary Pacific* vol 29, no. 2, pp. 109-122.
2014 “Gathering the ‘Net: Efforts and Challenges in Archiving Pacific Websites” in *The Contemporary Pacific* vol 26 no. 1, pp. 157-166.
Dissertations and theses supervised in last five years: 0
Distinctions: 2017: Le Lau Kukui Award, Society of American Archivists Student Chapter, UHM; 2015: Sarah K Vann Professional Service Award, American Library Association Student Chapter, UHM.

Appendix 1: Curriculum Vitae, UH Mānoa
 Language Proficiency (Reading, Writing, Speaking, Comprehension):
 1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

LABRIOLA, Monica UH West ‘Oahu Department of Humanities
 Rank: Assistant Professor (Tenure track)
 Education: BA (1999) University of California, Berkeley; MA (2006) and PhD (2013) UHM
 Academic Experience: 2015-Present: Assistant Professor of History, UHWO; 2017-Present: Cooperating Graduate Faculty in Pacific Islands Studies, UHM; 2016-Present: Editor, *Teaching Oceania* Series, UHM; 2013-14: Lecturer in History, UHWO; 2010-2012: Teaching Assistant, Pacific Islands Studies, UHM.
 Overseas Experience: Studied in Switzerland; taught, researched in the Marshall Islands; volunteered in Mexico
 Languages: French – 2; Marshallese – 2; Spanish – 1
 Percentage of time devoted to area/international studies courses: 75%
 Area/International studies courses taught: Survey of Pacific Islands History, Pacific Islands I, Pacific Worlds, US in the Pacific, Marshall Islands Histories, World History, US Immigration History, US Women’s History, Senior Project, Senior Practicum
 Recent publications:
 In preparation *Replanting Likiep: The Genealogy of a Marshallese Copra Plantation* (for submission to University of Hawai‘i Press)
 In preparation “Climate Change in the Marshall Islands,” *Teaching Oceania* Series, Center for Pacific Islands Studies, University of Hawai‘i at Mānoa
 2018 “Marshall Islands Political Review,” 1 July 2016 to 30 June 2017, *The Contemporary Pacific* 30:1
 2017 “Marshall Islands Political Review,” 1 July 2015 to 30 June 2016, *The Contemporary Pacific* 29:1
 2016 Co-Author, “Militarism and Nuclear Testing in the Pacific,” *Teaching Oceania* Series, Center for Pacific Islands Studies, University of Hawai‘i at Mānoa
 Dissertations and theses supervised in last five years: n/a
 Distinctions: 2017 Frances Davis Award for Excellence in Undergraduate Teaching, UHWO

LESA, Fa’fetai Department of Indo Pacific Languages and Literatures
 Rank: Assistant Professor (Tenure track)
 Education: AA (1983) American Samoa Community College; BA (1989), MA (1992) and PhD (2009) UHM
 Acad Experience: 2012-Present: Assistant Professor of Samoan Language, UHM; 1990-2012: Lecturer of Samoan Language, UHM; 1989: English as a Second Language Teacher, McKinley High School, Hawaii; 1985-88: English and Social Studies Teacher, Pava’ia’I and Munaulele Elementary Schools, American Samoa.
 Overseas Experience: Born and raised in American Samoa; Professional training and experience in New Zealand.
 Languages: Samoan – 3
 Percentage of time devoted to area/international studies: 100%
 Research/teaching specialization: Samoan language and culture, research in Samoan community in Hawai‘i, community perspectives on the teaching of Samoan language in the public school system, English as a Second Language.
 Pedagogy background: Workshops and training with Hawaiian Association of Language Teachers, the UH National Foreign Language Resource Center, and the National Association of Samoan Language Teachers of New Zealand.
 Area/International studies courses taught: Samoan language
 Dissertations and theses supervised in last five years: n/a

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

LEWIS, Nancy D. East-West Center
Rank: Professor Emeritus(Tenured)
Education: BA (1968), MA (1974), MS (1976), PhD (1981), UC Berkeley
Acad Experience: 2017- present: Senior Adjunct Fellow, EWC; 2001-2017: Director, Research Program, EWC; 1981-2001: Dept of Geography, UHM; 1993-2001: Assoc Dean, College of Arts and Sciences, UHM.
Overseas Experience: Research in Sāmoa, Tonga, Cook Islands, French Polynesia, Kiribati, Fiji, and Southeast Asia.
Languages: French - 2; Spanish – 2
Percentage of professional time devoted to Pacific Islands: 50%
Research/teaching specialization: Human ecology; health and development; gender and development and global change; climate change and health in small island states.
Area/International studies courses taught: Pacific Geography; Topics in Pacific Islands Studies.
Recent publications:
2016 “Sustainable Development through a Gendered Lens: Climate Change Adaptation and Disaster Risk Reduction”, *Reviews on Environmental Health*, 31(1):97-102.
2012 Islands in a Sea of Change: Climate Change, Health and Human Security in Small Island States, in *National Security and Human Health Implications of Climate Change*, NATO Science for Peace and Security Series C: Environmental Security, Springer, Dordrecht, the Netherlands.
2009 With Gerard Ward “The Pacific Science Association: more than eight decades of science in and of the Pacific”, *International Journal of Technology Management*, 46:1/2.
Distinctions: 1997: Recognized by UH as one of 90 Fabulous Faculty; 1995: East-West Center Deans Award for Best Instructor; 1986-1989: Kellogg National Fellow.

MAAKA, Margaret College of Education
Rank: Professor (Tenured)
Education: BEd. (1977) U of, New Zealand; MEd. (1978) U of Waikato; Ph.D. (1992) UHM.
Acad Experience: 2009–present: Professor, 1999–2008: Associate Professor, and 1993–1998: Asst Professor, UHM College of Education; 2007– present: Director, Center for Native Hawaiian and Indigenous Education, UHM;
Overseas experience: Born and educated in New Zealand
Languages: Māori – 1, Hawaiian – 1
Percentage of professional time devoted to area/international studies courses: less than 25%
Area/International studies courses taught: Indigenous issues in education
Research/teaching specialization: Indigenous education, language and cognition, teacher education.
Recent publications:
2009 Breaking Trail or Breaking Wind? *ALTERNATIVE: An International Journal of Indigenous Scholarship*, 5(2): 6–13.
2009 *Partnerships, Politics, Proactivity: Ho‘okulāiwi and the Vitalization of Native Hawaiian and Indigenous Education*, Nankai University, Tianjin, P. R. China.
2008 *Hookulāiwi: Self-determination, kuleana, and the preparation of Native Hawaiian leaders in education*, Providence University, Taichung, Taiwan.
2006 *Makau Wawae: The Impact of National Politics on Indigenous Education in Hawai‘i*, in *Bulletin of the Research Institute of Bukkyo University*, pp 105–117.
Dissertations and theses supervised in last five years: 40
Distinctions: 2007: Te Tohu Pae Tawhiti Award for Excellence in Research on Māori Education, New Zealand Association for Research in Education. 2007: Agenda for Education in a Democracy National Scholar, Institute for Educational Inquiry, Seattle, Washington. 1998: Excellence in Teaching, Board of Regents, University of Hawai‘i; 1996: Presidential Citation for Meritorious Teaching, UHM.

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

MAWYER, Alexander Center for Pacific Islands Studies
Rank: Associate Professor (Tenured)
Education: BA (1995) Amherst College; MA (1997) UHM; MA (1998) and PhD (2006) U of Chicago.
Acad Experience: 2016-present: Assoc. Professor UHM CPIS; 2016-present: Editor *The Contemporary Pacific*; 2015-2016: Assoc. Editor for *The Contemporary Pacific*
Overseas Experience: Study/Research in Australia, French Polynesia, and Micronesia
Languages: French-3; Mangarevan-3; Tahitian-2; Spanish-2
Percentage of time devoted to area/international studies courses: 100%
Area/International studies courses taught: Introduction to Pacific Worlds; Researching Oceania; Language and Culture in the Pacific; Pacific film; Island Environments; Globalization;
Research/teaching specialization: French Polynesia; Oceanic Cinema; Nature, language, and culture; Coastal and marine resource governance; Conservation and community agency; Pacific studies.
Recent publications:
2018 "Introduction: Rivers as Ethnographic Subject" in *In Island Rivers: Freshwater, Place, and Environment in Oceania*, John Wagner and Jerry Jacka (eds.).
2018 "Unflowing Pasts, Lost Springs and Watery Mysteries in Eastern Polynesia" in *In Island Rivers: Freshwater, Place, and Environment in Oceania*, John Wagner and Jerry Jacka (eds.).
2018 "COFA: Palau, the Republic of the Marshall Islands and the Federated States of Micronesia," "Chuuk and Post-Storm Aid," and "Language, Law, and Sovereignty" in *Aid and the Inverse Sovereignty Effect in the Pacific*, Routledge, Gerard Prinsen and John Overton (eds).
Dissertations and theses supervised in last five years: 15
Distinctions: 2012: Excellence in Teaching and Scholarly Promise, Lake Forest College; 2007: Ka Palapala Po'okela Excellence in Literature Award

MAYER, John F Department of Indo Pacific Languages and Literatures
Associate Professor (Tenured)
Education: BS (1970) Wright State U; MA (1980) and PhD (2001) UHM
Acad Experience: 2007–present: Assoc Professor and past Chair (2007-2016), Dept of Indo-Pacific Languages and Literatures, UHM; 2000-present: Asst Prof, Dept of Indo-Pacific Languages and Literatures.
Overseas Experience: Taught/led study abroad/led programs in Sāmoa.
Languages: Samoan - 3; German – 1
Percentage of time devoted to area/international studies courses: 100%
Area/International studies courses Taught: Samoan language
Research/teaching specialization: Samoan language/culture, language teaching, and language planning.
Pedagogy Background: MA, Teaching English as a second language; PhD, Linguistics; workshops with Hawaiian Assoc of Language Teachers, UH National Foreign Language Resource Center, International Samoan Language Commission, and Natl Assoc of Samoan Language Teachers, New Zealand.
Recent publications:
2015 Diacritical Marks and the Samoan Language.) *The Contemporary Pacific*. Vol. 27, No. 1, 183-207.
2014 Resilience and Recovery in American Samoa: A Case Study of the 2009 South Pacific Tsunami, *Journal of Community Psychology*, Vol. 42, No. 7, 799-822.
2006 Language and Culture Loss in the Pacific, in *Pacific Futures* (Pacific Cooperation Foundation).
2005 Samoans, in *Nursing Culture and Clinical Care: A Practical Guide*. SF Nursing Press.
Dissertations and theses supervised in last five years: Has served on committees
Distinctions: 2004: Community Service and Outstanding Contributions for the Promotion and Enhancement of the Samoan Language (US Congress); 2004: Hawaiian Association of Language Teachers and *Honolulu Advertiser's* Excellence in Teaching Award; 1990: UH Presidential Award for Meritorious Teaching; 1990: Dean's Award for Excellence in Teaching UHM.

Appendix 1: Curriculum Vitae, UH Mānoa
 Language Proficiency (Reading, Writing, Speaking, Comprehension):
 1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

MCDUGALL, Brandy Nālani

Department of American Studies

Rank: Associate Professor (Tenured)

Education: BA (1998) Whittier College; MFA (2001) University of Oregon; PhD (2011) UHM

Acad Experience: 2016–present: Assoc Professor, UHM Dept of American Studies; 2011 to 2016: Asst Prof, UHM Dept of American Studies; 2009-2011: Faculty, The Kamehameha Schools; 2009: Lecturer, Dept of English, Kapi‘olani Community College.

Percentage of time devoted to area/international studies: 50-75%

Languages: Hawaiian – 2, French – 2

Research/teaching specializations: Indigenous Studies; Literature.

Area/International studies courses taught: American Studies, Indigenous Studies, Women’s Literatures and Cultures, Writing.

Recent publications:

- 2018 “This Island on which I Love You,” “Genesis,” “American Poem,” and “The Kahului McDonald’s.” *New Poets of Native Nations*. Graywolf Press.
- 2017 “‘We are not American. We will die as Hawaiians’: The Rhetorical Archipelago of Unification, Incorporation, and Sovereignty in Hawai‘i.” *Archipelagic American Studies: Decontinentalizing the Study of American Culture*. Duke University Press.
- 2016 *Finding Meaning: Kaona and Contemporary Hawaiian Literature*. Tuscon: U of Arizona Press.
- 2015 “Mo‘okū‘auhau vs. Colonial Entitlement: Situating Competing Translations of the Kumulipo.” *American Quarterly* 67.3.
- 2015 “American Imperialism and Pacific Literatures.” Routledge Companion to Native American Literature. Ed. Deborah Lea Madsen. New York: Routledge.

Dissertations and theses supervised in last five years: 4

Distinctions: 2017: Beatrice Medicine Award; 2013-14: Ford Postdoctoral Fellowship; 2013-14: Mellon-Hawai‘i Postdoctoral Fellowship.

MCGREGOR, Davianna

Department of Ethnic Studies

Rank: Professor (Tenured)

Education: B. Ed. (1972), BA (1973), MA (1979), and PhD (1989) UHM

Acad Experience: 2005–present: Professor, Ethnic Studies Program, UHM; 1995-2005: Assoc Professor, Ethnic Studies Program, UHM; 1987-1995: Assistant Professor, Ethnic Studies Program, UHM; 1974-1986: Instructor, Ethnic Studies Program, UHM.

Languages: Hawaiian - 3; Spanish – 1

Percentage of professional time devoted to area/international studies courses: 25%

Area/International studies courses taught: Economic Change and Hawai‘i’s People, Land Tenure in Hawai‘i, Change in the Pacific.

Research/teaching specialization: Resistance, subsistence, cultural/religious customs/practices, and sovereignty movements in Hawai‘i.

Recent publications:

- 2017 “Recognizing Native Hawaiians: Reality Bites,” in *Sovereign Acts*, edited by Frances Negrón-Muntaner, University of Arizona.
- 2014 “Wao Kele O Puna and the Pele Defense Fund” with Noa Emmett Aluli, M.D. in *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*, edited by Noelani Goodyear-Ka‘ōpua, Ikaika Hussey and Kahunawaika‘ala Wright, Durham: Duke University Press.
- 2014 “Our History, Our Way” Ethnic Studies for Hawai‘i’s People!” with Ibrahim Aoude, in *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*, Duke University Press.

Dissertations and theses supervised in last five years: Has served on committees.

Distinctions: 2008: Kenneth W Baldrige Prize for best book by a resident of Hawai‘i; 2005: Hung Wo and Elizabeth Lau Ching Foundation Award for Faculty Service to the Community

Appendix 1: Curriculum Vitae, UH Mānoa
 Language Proficiency (Reading, Writing, Speaking, Comprehension):
 1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

MOULIN, Jane Freeman Department of Music
 Rank: Professor (Tenured)
 Education: BA (1969) UHM; MA (1971) U of California; PhD (1991) U of California.
 Acad Experience: 1998-present: Professor of Ethnomusicology, UHM; 1992-1998: Assoc Prof of Ethnomusicology, UHM; 1993 to2001: Chair of Ethnomusicology; 1980-1992: Asst Professor of Music, Hawai'i Loa College, Kane'ohe, Hawai'i.
 Overseas Experience: Research/residence in French Polynesia, Japan, and Europe
 Languages: French - 3; Japanese - 1; Tahitian - 2; German – 1; Italian – 1
 Percentage of time devoted to area/international studies courses: 50-100%
 Area/International studies courses taught: World/Regional Music: Polynesia/Tahitian Ensemble.
 Research/teaching specialization: Pacific performing arts, music and dance in French Polynesia; cultural transmission; multi-dimensional performance; revivals.
 Recent publications:
 2017 “Barbara B Smith: Reflections on an Emerging Pacific.” In *The Festival of Pacific Arts, Celebrating over 40 years of Cultural Heritage*, The University of the South Pacific Press.
 2017 “Touristic Encounters: Imag(in)ing Tahiti and its Performing Arts.” *A Distinctive Voice in the Antipodes*, ANU Press.
 2016 “New Pedagogical Approaches for ‘Ori Tahiti: Traditional dance for a non-traditional generation.” In *Intersecting Cultures in Music and Dance in Education: An Oceanic Perspective*, Springer Publishing.
 2016 “L’univers de la Fête: une vision inspirée des premières descriptions des îles Marquises.” [The World of Celebration: A View from Early Descriptions of the Marquesas Islands]. In *Mata Hoata, arts et société aux îles Marquises*, Actes Sud and the Musée du Quai Branly.
 Dissertations and theses supervised in last five years: 2
 Distinctions: 1997: UH Regents’ Medal for Excellence in Teaching; 1994: First Prize for the Best University Work on the South Pacific and Australasia, New Caledonia.

NEPIA, Peter Moana Center for Pacific Islands Studies
 Rank: Assistant Professor (Tenure track)
 Education: BA (1988) Wimbledon School of Art; PhD (2013) Auckland University of Technology.
 Acad experience: 2014-present: Assistant Professor, CPIS UHM; 2009-2012: Teaching Assistant, AUT University; 2008-2009 Lecturer, UNITEC, Auckland; 2006-2008 Lecturer, AUT University, Auckland; 2003-2005 Lecturer, Elam School of Fine Arts, University of Auckland.
 Overseas experience: Educational/professional experience in New Zealand, Australia, Asia and Europe.
 Languages: Māori – 3, French – 2
 Area/International studies courses taught: Pacific Worlds; Pacific Arts, Ritual and Performance; Re-Presenting Oceania.
 Research/teaching specialization: Visual and performing arts and cultures of the Pacific, Indigenous methodologies, and creative practice-led research.
 Recent Publications:
 2018 Reflections on Un-disciplining Dance, in *Undisciplining Dance in Nine Movements and Eight Stumbles*, Cambridge Scholars Publishing.
 2018 He alo a he alo / kano hi ki te kano hi / face to face: Close Encounters of the Curatorial Kind. In *Curatopia: Histories, Theories, Practices*, Manchester University Press, (forthcoming).
 2017 *The Total Suspension of Disbelief* (20 minute original choreography, performance and sound score) with performers Rosanna Raymond and Mareva Minerbi, Honolulu: Marks garage.
 2017 *Hikoi – poroporoaki* (20 minute original performance and set design) with 11 performers. Honolulu: Honolulu Biennial.
 Dissertations and theses supervised in the last five years: 6

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

OLIVEIRA, Katrina-Ann R. Kapā‘
Rank: Professor (Tenured)
Education: PhD, UHM
Acad Experience: 2007–present: Professor, UHM School of Hawaiian Knowledge; 2011-2016: Director, Kawaihuelani Center for Hawaiian Language, School of Hawaiian Knowledge.
Percentage of time devoted to area/international studies: 50%
Area/International studies courses : Hawaiian Studies
Research/teaching specialization: Hawaiian Studies
Recent publications:
2014 *Ancestral Places: Understanding Kanaka Geographies*. Oregon State Press.
Distinctions: 2015: Terada Mari Japan Study Encouragement Award. 2010: Visiting International Colleague, College of Asia and the Pacific, Australian National University. 2009: Visiting Professor of Pacific Studies at Kagoshima University’s Research Center for the Pacific Islands. 2001: UH Board of Regents’ Excellence in Teaching Award. 1989: Excellence in Teaching, UHM. 1988: Ermine Wheeler-Voeglin Prize, American Society for Ethnohistory, (Best Ethnohistory Book published that year).

OSORIO, Jonathan K
Rank: Dean (Tenured)
Education: BA (1986), MA (1991), PhD (1996) UHM
Acad Experience: 2018-present: Dean, School of Hawaiian Knowledge, UHM; 2007–present: Professor, School of Hawaiian Knowledge, UHM ; 2002-2007: Associate Professor, School of Hawaiian Knowledge, UHM; 2003-2008: Director; School of Hawaiian Knowledge, UHM; 1996-2002: Asst Professor, Center for Hawaiian Studies, UHM; 1991-1993: Instructor, Kapi‘olani Community College.
Overseas Experience: Travel in the Pacific.
Languages: Hawaiian – 3
Percentage of time devoted to Pacific Islands studies: less than 25%
Area/International studies courses taught: Hawai‘i: Center of the Pacific
Research/teaching specialization: History of Hawaiian people; politics of identity, contemporary Hawaiian-Pacific problems, especially resource management
Recent publications:
2008 (with Kekailoa Perry) Review of *Who Owns the Crown Lands of Hawai‘i?*, by Jon Van Dyke. In *University of Hawai‘i Law Review* 2008.
2005 *Living in Archives and Dreams: The Histories of Kuykendall and Daws*, in *Texts and Contexts: Reflections in Pacific Islands Historiography*, ed by D Munro and B V Lal. Honolulu: University of Hawai‘i Press.
2002 *Dismembering Lāhui: A History of the Hawaiian Nation to 1887*. University of Hawai‘i Press.
2002 Kū‘e and Kū‘oko‘a: Law, History and Other Faiths, in *Law and Empire in the Pacific: Intersections of Culture and Legality*, ed by D Brenneis and Sally Merry. The School of American Research, Santa Fe.
2001 “What Kind Hawaiian Are You?”: A Mo‘olelo about Nationhood, Race, History and the Contemporary Sovereignty Movement in Hawai‘i, in *The Contemporary Pacific* 13(2), Fall.
Dissertations/theses supervised in past five years: Has served on committees

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

PASI, Amelia Department of Indo Pacific Languages and Literatures
Rank: Lecturer (not tenure eligible)
Education: BA (1975) Brigham Young University; MA (2005) UHM.
Acad Experience: 2005–present: Lecturer in Tongan, UHM; 1999–2004: substitute teacher at elementary and high schools on O‘ahu, Also served as Tongan tutor in after-school programs.
Overseas Experience: Born and educated in Tonga. Experience in Sāmoa, New Zealand, and Fiji
Languages: Tongan – 3, German – 1
Percentage of time devote to area/international studies courses: 100%
Area/international courses taught: Elementary Tongan language
Research/teaching specialization: Tongan language, Tongan migrants in Hawai‘i, evolving nature of Tongan tradition.
Pedagogy background: Attended several workshops sponsored by UH’s Second Language Teaching and Curriculum Center. Observed presentations by the UH Center for Teaching Excellence.
Dissertations/theses supervised in last five years: n/a
Distinctions: Various community awards for service, including language development programs.

PEREZ, Craig Santos Department of English
Rank: Associate Professor (Tenured)
Education: BA (2002) University of Redlands; MFA (2006) University of San Francisco; PhD (2015) University of California, Berkeley.
Acad Experience: 2011-2013: Assistant Professor and 2013-present: Associate Professor, Department of English, UHM
Overseas Experience: Studied in Italy, research in Guam and New Zealand.
Languages: Chamorro - 1.
Percentage of time devoted to area/international studies courses: 25%.
Area/international courses taught: Pacific Islands Literature, Creative Writing, Environmental Poetry
Research/teaching specialization: Pacific Islands Literature, Creative Writing, Poetry, Pacific Studies, Native American Studies, Indigenous Studies.
Recent Publications:
2017 *from unincorporated territory* [lukao] (Omnidawn Publishing), Richmond, CA.
2014 *from unincorporated territory* [guma’] (Omnidawn Publishing), Richmond, CA.
2010 *from unincorporated territory* [saina] (Omnidawn Publishing), Richmond, CA.
Dissertations and theses supervised in last five years: 10.
Distinctions: 2015: University of Hawai‘i Chancellors Teaching Award; 2015: American Book Award; 2016: Lannan Foundation Literary Fellowship.

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

QUAN BAUTISTA, Lola Center for Pacific Islands Studies
Rank: Associate Professor (Tenured)
Education: BA (1990), Washington State University; MA (1994) and PhD (2001), UHM
Acad Experience: 2008–present: Associate Professor, Center for Pacific Islands Studies, UHM; 2001–2007: Assistant Professor, University of Guam.
Overseas Experience: Born and raised in Guam; extensive travel and research throughout the Federated States of Micronesia.
Languages: Chamorro – 3
Percentage of time devoted to area/international studies courses: 100%
Area/international courses taught: Pacific Worlds (introductory undergraduate course), Pacific Movement & Migration, Senior Capstone.
Research and teaching specialization: Micronesian diaspora; Gendered space, households, and house forms; Housing and community development; Pacific Islanders in Higher Education; Social justice and advocacy through film; Educational curriculum development
Recent publications:
2018 Director/producer. *Crossing Spaces: Chuuk FSM to Hawai‘i, Pohnpei FSM to Hawai‘i, Marshall Islands to Hawai‘i*. DVD. 20 min. Honolulu: Breadfruit Educational Productions.
2017 Director/producer. *Vāfealoa ‘i: Our Pasefika Pathway to Youth Success in Higher Education* (featuring Aumua Mataitusi Simanu). DVD. 18 min. Honolulu: Breadfruit Educational Productions.
2017 Film for Thought: Island Soldier. In *The Common Good: Humanities in the Public Square*, Bob Buss Executive Director, 8-9, Honolulu: Hawai‘i Council for the Humanities & Hawaii International Film Festival.
2015 Emic Understandings of Mobility: Perspectives from Satowan Atoll, Chuuk. In *Oceanian Journeys and Sojourns*, edited by Judith A. Bennett, 93-125, Dunedin: Otago University Press.
Number of dissertations or theses supervised in past five years: Served on 7 committees and supervised 1.
Distinctions: 2007–2008: Postdoctoral research fellowship from the National Science Foundation; 2009: National Science Foundation Research Starter Grant.

RENSEL, Jan Center for Pacific Islands Studies
Rank: Administrative, Professional, Technical (Not tenure eligible)
Education: BA (1974) The Evergreen State College; MA (1985) and PhD (1994) UHM
Acad Experience: 2001-present: Editor, Center for Pacific Islands Studies, UHM; 1995 –present: Adjunct Asst Professor, Anthropology Dept, UHM
Overseas Experience: Fieldwork in Rotuma, Fiji, Australia, and New Zealand
Languages: Hawaiian - 1, Rotuman - 1, French – 1
Percentage of professional time devoted to Pacific Islands: 100%
Area/international courses taught: Social Change in the Pacific Islands, and Polynesian Cultures
Research and teaching specialization: Rotuma/Polynesia socioeconomic history; housing change; migrant communities; academic writing.
Recent publications:
2017 The Rotuman Experience with Return Migration. In *Mobilities of Return: Pacific Perspectives*, ANU Press.
2016 The Culture of Graves on Rotuma. *Journal of the Polynesian Society* 125 (2).
2014 Rotumans in Australia and New Zealand: The Problem of Community Formation. *Journal of New Zealand & Pacific Studies* 2 (2).
2012 *Pacific Islands Diaspora, Identity, and Incorporation*, edited by Jan Rensel and Alan Howard. Special issue, *Pacific Studies* 35 (1/2) [April/August]
Dissertations/theses supervised in last five years: n/a
Distinctions: 2015: Elected Honorary Fellow by the Association for Social Anthropology in Oceania.

Appendix 1: Curriculum Vitae, UH Mānoa
 Language Proficiency (Reading, Writing, Speaking, Comprehension):
 1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

ROLETT, Barry V. Department of Anthropology
 Rank: Professor (Tenured)
 Education: BA (1980) Pomona College; MA (1979) Univ. de Paris; PhD (1989) Yale.
 Acad Experience: 1988-present: Professor, Dept of Anthropology, UHM; 2015, 2018: Visiting Professor Keio U. (Japan); 1998–1999 and 2001: Visiting Associate Professor of Archaeology, Harvard U; 1996-1998: Member, Robert S. Peabody Museum of Archaeology Visiting Committee; 1995-present: President, Andover Foundation for Archaeological Research; 1993: Visiting Assistant Professor, Université Française du Pacifique (Tahiti).
 Overseas Experience: Research in French Polynesia, China, and Taiwan
 Languages: French – 3, Chinese – 2
 Percentage of professional time devoted to area/international studies courses: 50-100%
 Area/international courses taught: Pacific Islands Archaeology
 Research/teaching specialization: Austronesian origins and neolithic seafaring in Southeast China; prehistoric Marquesan Chiefdoms (French Polynesia)
 Recent publications:
 2016 ‘Les *Enata*: leurs origines, leurs ancêtres et leurs chefferies (*Enata*: Their origins, ancestors and chiefdoms). ‘ In *Matahoata: Arts et Société aux îles Marquises*, Musée du Quai Branly and Actes Sud.
 2016 “New evidence for Neolithic rice cultivation and Holocene environmental change in the Fuzhou Basin, southeast China.” *Vegetation History and Archaeobotany* 25.
 2015 “Ancient East Polynesian voyaging spheres: new evidence from the Vitaria Adze Quarry (Rurutu, Austral Islands).” *Journal of Archaeological Science*.
 Dissertations and theses supervised in last five years: 3

SILVA, Noenoe K. Department of Political Science
 Rank: Professor (Tenured)
 Education: BA (1991), MLIS (1993), PhD (1999) UHM
 Acad Experience: Current title: Professor, Dept of Political Science, U of Hawai‘i at Mānoa; formerly Associate Professor, Assistant Professor. Cooperating Faculty, Kawaihuelani Center for Hawaiian Language. Affiliate Faculty: CPIS, Women’s Studies, UH Mānoa
 Overseas Experience: Travel and led graduate exchanges with U of Victoria, BC
 Languages: Hawaiian – 3
 Percentage of time devoted to area/international studies courses: less than 25%
 Area/international courses taught: Indigenous/ Hawai‘i Politics, Hawaiian language research theory and methods, Hawaiian language literature
 Research/teaching specialization: Native Hawaiian political thought in 19th and 20th century Hawaiian language texts; politics, political thought, and indigenous politics; Hawaiian language literature
 Recent publications:
 2017 *The Power of the Steel-tipped Pen: Reconstructing Native Hawaiian Intellectual History*. Duke U Press
 2015 “The Botany of Emergence: Kanaka Ontology and Biocolonialism in Hawai‘i.” *NAIS* 2: 2, Fall (1-26), with Goldberg-Hiller, Jonathan.
 2011 “Sharks and Pigs: Animating Hawaiian Sovereignty Against the Anthropological Machine.” *The South Atlantic Quarterly* 110: 2, Spring (429-446), with Goldberg-Hiller, Jonathan
 Dissertations and theses supervised in last five years: 11
 Distinctions: *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism*, was voted the first of ten Most Influential Books of the First Decade of the 21st Century by the Native American and Indigenous Studies Association; Katrin H Lamon Fellow at the School for Advanced Research, 2006–2007, Santa Fe, New Mexico.

Appendix 1: Curriculum Vitae, UH Mānoa
 Language Proficiency (Reading, Writing, Speaking, Comprehension):
 1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

SIMANU-KLUTZ, Manumaua Luafata Department of Indo Pacific Languages and Literatures
 Rank: Assistant Professor (Tenure track)
 Education: Dip. Teaching (1972) Ardmore Teachers' College; BEd with distinction (1984), MEd (1988), MA (2001), PhD (2011) UHM.
 Acad Experience: 2012-present: Assistant Professor of Samoan and 2003-2011: Lecturer, UHM Dept of Indo Pacific Languages and Literatures.
 Languages: Samoan – 3, German – 1
 Percentage of time devoted to area/international studies courses: 100%
 Area/International studies courses taught: Samoan language and literature
 Research/teaching specialization: Samoan language and literature; women, oratory, history of Samoa; K–8 education; teacher training in ESL, school improvement, and parent involvement.
 Pedagogy background: Second language training for teachers in the Pacific; coursework in Samoan respect and ceremonial language; training in structure of the Samoan language
 Recent publications:
 2016 Special issue of Amerasia Journal, UCLA: Pacific Island Languages in Diaspora: Guest editor with Dr. Akiemi Glenn of Te Taki Language School, and Dr. Serge Tcherzekoff, Australia National University.
 2016 Translator and editor of documentary titled “Vafealoa’i” and a YouTube presentation of Samoa’s “Feagaiga” featuring Aumua Mata’itusi Simanu; produced and directed by Dr. Lola Bautista, Center for Pacific Islands Studies, UH Mānoa.
 Dissertations and theses supervised in last five years: n/a

TENGAN, Ty Kāwika Department of Ethnic Studies and Department of Anthropology
 Rank: Associate Professor (Tenured)
 Education: BA Dartmouth College; PhD (2003) UHM
 Acad Experience: 2008–present: Assoc Professor, and 2003–2007: Asst Professor, Ethnic Studies Program and Department of Anthropology, UHM; 2008-present: Affiliate faculty of UH–EWC International Cultural Studies Program;
 Languages: Hawaiian – 3
 Percentage of time devoted to area/international studies courses: 25%
 Research/teaching specialization: Indigenous theory/methodologies, Native Pacific cultural studies, colonialism, nationalism, identity formation, militarism, gender, masculinities, ethnic studies,
 Area/International studies courses taught: Indigenous Anthropology, Hawai‘i and the Pacific, Ethnic Studies, Hawaiian Ethnography, Applied Anthropology, Oral History
 Recent publications:
 In press Estores, S. Joe and Ty P. Kāwika Tengan. Sources of Sustainment: Fort Kamehameha and Āhua Point. In *Detours: A Decolonial Guidebook to Hawai‘i*, Duke University Press .
 2016 Ce que signifie être “Hawaiien-Chinois” (On being Hawaiian-Chinese). In *Diasporas chinoises et créolisations* (Chinese diasporas and autochthonous identities), Editions You Feng. (Translated into French)
 2016 The Mana of Kū: Indigenous Nationhood, Masculinity and Authority in Hawai‘i. In *New Mana: Transformations of a Classic Concept in Pacific Languages and Cultures*, ANU Press.
 2016 Tomlinson, Matt and Ty P. Kāwika Tengan. Introduction: Mana Anew. In *New Mana: Transformations of a Classic Concept in Pacific Languages and Cultures*, ANU Press.
 Dissertations and theses supervised in last five years: 14 PhD; 1 EdD; 6 MA

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

VIERNES, James Perez Center for Pacific Islands Studies
Rank: Assistant Specialist (not tenure eligible)
Education: BA (2003) University of Guam; MA (2008) and PhD (2015), UHM
Acad Experience: 2018–present: Outreach Director (Core Faculty), CPIS, UHM; 2016-2018: Assistant Professor and Program Coordinator of Chamorro Studies/Graduate Faculty of English and Micronesian Studies, University of Guam; 2011-2015: Adjunct Instructor of History, Chamorro Studies, and English, University of Guam.
Overseas Experience: Residence and work experience in Samoa, American Samoa, New Zealand, Australia, Papua New Guinea, Palau, Northern Mariana Islands, Federated States of Micronesia
Percentage of time devoted to Pacific Islands: 100%
Languages: Chamorro – 2.
Area/International studies courses taught: History of Guam, Chamorro Culture, Gender in Pacific Islands History, Modern Pacific History, Pacific Islands Literature, Intro to Pacific Islands Studies.
Research and teaching specialization: Pacific History and Ethnohistory, Gender/Masculinities, Militarism, U.S. Empire.
Recent publications:
2016 *Gender in the Pacific*. Center for Pacific Islands Studies.
2016 “Hurao Revisited: Hypocrisy and Double Standards in Contemporary Histories and Historiographies of Guam,” in *Milestones in Marianas History*. Guampedia.
2016 “Mantieni i Familia: War, Survival, and the Chamorro Family, in *Families in the Face of Survival*. Guam War Survivors Memorial Foundation.
2015 Manning Up: On Being a Chamorro Researcher with a Home Court (Dis)Advantage on Guam, in *At Home and in the Field*. University of Hawai‘i Press.
Dissertations and theses supervised in last five years: Committee membership: 1 MA, 2 PhD.
Distinctions: 2016-2018: Elected Vice President, Pacific History Association; 2017: Outstanding Faculty Award for Excellence in Collegiality, University of Guam; 2016 Outstanding Faculty Award for Excellence in Service, University of Guam.

WAITE, Deborah Department of Art
Rank: Professor (Tenured)
Education: BA (1961) Mount Holyoke; MA (1969) Columbia; PhD (1969) Columbia.
Acad Experience: 1970-present: Professor, Art Department, UHM; 1999-present: Assoc Editor, *Pacific Arts: Journal of the Pacific Arts Society*; 1968-70: Curator of Ethnology, Newark Museum (New Jersey)
Overseas Experience: Research in Solomon Islands, Australia, Fiji, New Zealand, England, and Europe.
Languages: French - 3; German - 3; Spanish – 1
Percentage of professional time devoted to area/international studies courses: 50-100%
Area/International studies courses taught: Art of Africa, the Pacific and No. America,
Research/teaching specialization: Melanesia and US Northwest Coast Indian Art.
Recent publications:
2008 *Solomon Islands Art: The Conru Collection*. 5 Continents Editions.
2002 Exploring Solomon Island Shields: Vehicles of Power in Changing Museum Contexts, in *Pacific Art: Persistence, Change and Meaning*, Crawford House Press.
2000 Sculpture des Iles Salomon: Bouclier de parade, Sculpture de l’île Makira, *Sculptures Afrique Asie Oceanie Ameriques*. Musee de Louvre, pavillon des Sessions. Musee du quai Branly, Reunions des musees nationaux.
2000 Notes and Queries, Science and 'Curios', Lieutenant Boyle Somerville's Ethnographic Collection in the Solomon Islands, 1893-1895, *Journal for the Anthropological Society of Oxford*, 31/3.
Dissertations and theses supervised in last five years: 5

Appendix 1: Curriculum Vitae, UH Mānoa
Language Proficiency (Reading, Writing, Speaking, Comprehension):
1 – Basic, 2 – Proficient, 3 – Fluent or Native Speaker

WALSH, Julianne M.

Center for Pacific Islands Studies

Rank: Associate Specialist (not tenure eligible)

Education: BA (1990) Spring Hill College; MA (1995) Louisiana State University; PhD (2003) UHM.

Acad Experience: 2015-2018: Associate Specialist, CPIS UHM; 2010-2015: Asst Specialist, CPIS UHM;
2008–2010: Junior Specialist CPIS UHM.

Overseas Experience: Work in the Republic of the Marshall Islands.

Percentage of professional time devoted to Pacific Islands: 100%

Languages: Marshallese – 2, French – 2, Italian – 1

Area/international studies courses taught: Pacific Islands Cultures; Pacific Communities in Hawai'i,
Pacific Islands Studies Senior Capstone, Topics in Pacific Islands Studies, Undergraduate Internships

Research and teaching specialization: Marshall Islands history and US relations, COFA migrants in
Hawaii, American adoptions of Marshallese children, curriculum development, digital text

Recent publications:

In process *Hawaii State Department of Education* Pacific Islands Studies 7th grade curriculum. Lead
Author for the revision of Hawaii's Social Studies Standards for alignment with Common
Core Curriculum.

2016-2018 Founding editor, *Teaching Oceania* digital texts for undergraduate regional Pacific Islands
Studies curricula resulting from *Teaching Oceania* conference in Spring 2016. Vol. 1, 2
(September 2016); Vol. 3 (May 2017).

2013 Film Review. "Land of Eb". *The Contemporary Pacific*. 26:1.

2012 *Etto Nan Raan Kein: A Marshall Islands History*. Honolulu: Bess Press.

Dissertations and theses supervised in last five years: Chaired 2 theses committees, served on 7 thesis and
2 dissertation committees.

APPENDIX 2

Table 1

Course Enrollments 2016-2017

Courses with 25% or More Pacific Content

Course		Course Title	Courses with 25% or more Pacific Content			Sem.Cred.		Enrollments		Total		17-18	18-19	if < 100%
Number			Instructor		Hours	Grad	Ugrad	G + U						
College of Arts and Humanities														
Academy for Creative Media														
ACM 355	Oral Tradition to Screenplay	*Hereniko	F	3	0	20	20	Y	Y	40%				
ACM 360	Indigenous Aesthetics	Flanary	F	3	0	33	33	Y	Y	40%				
ACM 485	Seminar in Creative Media	*Brislin	F	3	0	20	20	N	N	25%				
Subsubtotal					0	73	73							
Department of American Studies														
AMST 319	America, Hawaii & World War II	Ogawa	F	3	0	21	21	Y	Y	40%				
AMST 418	Hawaii's Multiculturalism	Polovina	F	3	1	1	2	Y	Y	40%				
AMST 620	Indigenous Identity	*McDougall	F	3	14	0	14	N	Y	50%				
AMST 220	Intro to Indigenous Studies	*McDougall	S	3	0	33	33	Y	Y	50%				
AMST 220	Intro to Indigenous Studies	*McDougall	S	3	0	20	20	Y	Y	50%				
AMST 220	Intro to Indigenous Studies	*McDougall	S	3	0	19	19	Y	Y	50%				
AMST 220	Intro to Indigenous Studies	*McDougall	S	3	0	20	20	Y	Y	50%				
AMST 220	Intro to Indigenous Studies	Wells	S	3	0	5	5	Y	Y	50%				
AMST 220A	Intro to Indigenous Studies	*McDougall	S	3	0	20	20	N	N	50%				
AMST 405	Indigenous Literature & Film	*McDougall	S	3	3	19	22	N	Y	40%				
AMST 418	Hawaii's Multiculturalism	Polovina	S	3	1	5	6	Y	Y	40%				
AMST 474	Preservation: Hawaii/Asia/Pac	*Chapman	S	3	0	6	6	Y	Y	30%				
AMST 418	Hawaii's Multiculturalism	Polovina	Sum	3	0	7	7	Y	Y	40%				
Subsubtotal					19	176	195							
Department of Art														
ART 479	Art of Hawaii	*Waite	F	3	0	24	24	Y	Y	25%				
ART 390	Art of Africa, Pacific, North Am	*Waite	S	3	0	11	11	N	Y	30%				
Subsubtotal					0	35	35							
Department of History														
HIST 284	History of the Hawn Islands	Rosa	F	3	0	31	31	Y	Y	25%				
HIST 451D	History & Literature: Asia/Pac	Lee	F	3	0	1	1	N	N	50%				
HIST 452D	History & Film: Asia/Pacific	Lee	F	3	0	9	9	N	N	50%				
HIST 481	Pacific Islands I	*Hanlon	F	3	1	20	21	Y	Y	100%				
HIST 483	United States in the Pacific	Rosa	F	3	2	17	19	Y	Y	100%				
HIST 484	Hist of Hawn Kingdom 1819-1893	Arista	F	3	3	20	23	Y	Y	30%				
HIST 350	Iberia in Asia and the Pacific	Lanzona	S	3	0	17	17	N	Y	50%				
HIST 372	US Foreign Relations From 1898	Reiss	S	3	0	30	30	N	Y	40%				
HIST 451D	History & Literature: Asia/Pac	Brown	S	3	0	14	14	N	N	50%				
HIST 466	The U.S.: 1948 to the Present	Henriksen	S	3	1	29	30	N	Y	25%				
HIST 482	Pacific Islands II	*Chappell	S	3	2	16	18	Y	Y	100%				
HIST 484	Hist of Hawn Kingdom 1819-1893	Arista	S	3	0	6	6	Y	Y	25%				
HIST 485	History of 20th Century Hawaii	Rosa	S	3	0	30	30	Y	Y	25%				
HIST 675E	Sem in 20th C Pacific Hist	*Chappell	S	3	6	0	6	N	Y	100%				
HIST 677	Sem in History of Hawaii	Rosa	S	3	6	0	6	Y	Y	25%				
HIST 678	Hawaiian Historical Research	Arista	S	3	5	0	5	Y	Y	25%				
HIST 284	History of the Hawn Islands	Rosa	Sum	3	0	8	8	Y	Y	25%				
HIST 288	Survey of Pac. Islands History	*Alofaituli	Sum	3	0	11	11	N	Y	100%				
Subsubtotal					26	259	285							
Department of Music														
MUS 107	Music in World Cultures	Fairfield	F	3	0	29	29	Y	Y	25%				
MUS 107	Music in World Cultures	Kuan	F	3	0	30	30	Y	Y	25%				
MUS 123C	Pacific Mus Perf: 'Ukelele	Yasui	F	3	4	12	16	Y	Y	30%				
MUS 312	Hula/Chant Ensemble I	Pang	F	3	4	20	24	Y	Y	25%				
MUS 312	Hula/Chant Ensemble I	Lewis	F	3	1	19	20	Y	Y	25%				
MUS 410B	Ens: Hawaiian Chorus	Nahulu	F	3	2	11	13	Y	Y	25%				
MUS 107	Music in World Cultures	Kuan	S	3	0	31	31	Y	Y	25%				
MUS 107	Music in World Cultures	Sullivan	S	3	0	26	26	Y	Y	25%				
MUS 107	Music in World Cultures	*Moulin	S	3	0	20	20	Y	Y	25%				
MUS 107A	Music in World Cultures	*Moulin	S	3	0	14	14	Y	Y	25%				
MUS 123C	Pacific Mus Perf: 'Ukelele	Yasui	S	3	3	11	14	Y	Y	30%				
MUS 311J	Tahitian Ensemble I	*Moulin	S	3	4	19	23	Y	Y	30%				
MUS 312	Hula/Chant Ensemble I	Lewis	S	3	0	21	21	Y	Y	25%				
MUS 312	Hula/Chant Ensemble I	Pang	S	3	6	24	30	Y	Y	25%				
MUS 410B	Ens: Hawaiian Chorus	Nahulu	S	3	2	7	9	Y	Y	25%				
MUS 412	Hula/Chant Ensemble II	Lewis	S	3	3	11	14	Y	Y	25%				
MUS 413	Hula/Chant Ensemble II	Pang	S	3	3	3	6	Y	Y	25%				
MUS 107	Music in World Cultures	*Moulin	Sum	3	0	10	10	Y	Y	25%				
Subsubtotal					32	318	350							
Department of Theatre and Dance														
THEA 462	Drama & Theatre of Oceania	*Baker	S	3	3	6	9	N	Y	100%				
Subsubtotal					3	6	9							
Subtotal College of Arts and Humanities					48	867	915							

APPENDIX 2

Table 1

Course Enrollments 2016-2017

Courses with 25% or More Pacific Content

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i> <i>*=CPIS faculty</i>	<i>Sem.Cred.</i>	<i>Enrollments</i> <i>Hours Grad Ugrad G + U</i>	<i>Total</i>	<i>17-18</i>	<i>18-19</i>	<i>if < 100%</i>
College of Language, Linguistics, and Literature								
<i>Department of European Languages and Literature</i>								
LLEA 371	Europeans of the Pacific	Schweizer	F 3	0 5	5	Y	Y	100%
LLEA 371	Europeans of the Pacific	Schweizer	F 3	0 42	42	Y	Y	100%
LLEA 371	Europeans of the Pacific	Schweizer	S 3	0 6	6	Y	Y	100%
LLEA 371	Europeans of the Pacific	Schweizer	S 3	0 43	43	Y	Y	100%
Subsubtotal				0 96	96			
<i>Department of English</i>								
ENG 270	Intro to Lit: Literary History	Wieting	F 3	0 13	13	Y	Y	25%
ENG 270	Intro to Lit: Literary History	Middleton	F 3	1 17	18	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	Lazarus	F 3	0 9	9	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	Feuerstein	F 3	0 20	20	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	Thompson	F 3	0 15	15	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	Roa	F 3	1 7	8	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Yamashiro	F 3	0 14	14	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Han	F 3	0 18	18	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	*Kava	F 3	0 15	15	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Lee	F 3	0 20	20	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Bueno	F 3	0 20	20	Y	Y	25%
ENG 313	Types of Creative Writing	*Sinavaiana	F 3	0 15	15	Y	Y	25%
ENG 313	Types of Creative Writing	Mohabir	F 3	0 15	15	Y	Y	25%
ENG 370	Literatures of Hawaii	Fujikane	F 3	0 37	37	Y	Y	25%
ENG 371	Literature of the Pacific	*Perez	F 3	0 20	20	Y	Y	100%
ENG 479	Modern Pacific Women's Poetry	*Hoomanawanui	F 3	1 18	19	N	Y	100%
ENG 773	Seminar in Hawaiian Literature	*Hoomanawanui	F 3	10 0	10	Y	Y	25%
ENG 270	Intro to Lit: Literary History	Morse	S 3	0 19	19	Y	Y	25%
ENG 270	Intro to Lit: Literary History	Amos	S 3	0 19	19	Y	Y	25%
ENG 270	Intro to Lit: Literary History	Davey	S 3	0 20	20	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	Thompson	S 3	0 15	15	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	Morales	S 3	0 20	20	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	Pak	S 3	0 10	10	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	Roa	S 3	0 18	18	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Landgraf	S 3	0 20	20	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Wright	S 3	0 19	19	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Leung	S 3	0 19	19	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Wright	S 3	0 20	20	Y	Y	25%
ENG 313	Types of Creative Writing	Mohabir	S 3	0 10	10	Y	Y	25%
ENG 313	Types of Creative Writing	Yamashiro	S 3	0 13	13	Y	Y	25%
ENG 313	Types of Creative Writing	Stewart	S 3	0 15	15	Y	Y	25%
ENG 313	Types of Creative Writing	Soto	S 3	0 7	7	Y	Y	25%
ENG 313	Types of Creative Writing	Pancake	S 3	0 15	15	Y	Y	25%
ENG 313	Types of Creative Writing	Ryan	S 3	0 15	15	Y	Y	25%
ENG 313	Types of Creative Writing	Pancake	S 3	0 15	15	Y	Y	25%
ENG 313	Types of Creative Writing	Soto	S 3	0 9	9	Y	Y	25%
ENG 313	Types of Creative Writing	Beutner	S 3	1 11	12	Y	Y	25%
ENG 313	Types of Creative Writing	Ross	S 3	0 11	11	Y	Y	25%
ENG 370	Literatures of Hawaii	Marmack	S 3	0 5	5	Y	Y	25%
ENG 372	Asian American Literature	Fujikane	S 3	0 23	23	Y	Y	25%
ENG 378	Native Hawaiian Lit in English	Revilla	S 3	0 10	10	Y	Y	25%
ENG 474	Studies: Pacific Literature	*Hoomanawanui	S 3	2 8	10	Y	Y	100%
ENG 771	Seminar in Pacific Literatures	*Lyons	S 3	14 0	14	N	Y	100%
ENG 270	Intro to Lit: Literary History	Yoshinaga	Sum 3	1 3	4	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	Lys	Sum 3	0 5	5	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Landgraf	Sum 3	2 13	15	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	Lee	Sum 3	1 0	1	Y	Y	25%
ENG 313	Types of Creative Writing	Kelsey	Sum 3	0 6	6	Y	Y	25%
ENG 313	Types of Creative Writing	Ross	Sum 3	0 16	16	Y	Y	25%
Subsubtotal				34 682	716			
<i>Department of Linguistics</i>								
LING 640G	General, Miscellaneous	Drager	S 3	8 0	8	Y	Y	25%
LING 640G	General, Miscellaneous	Anderson	S 3	4 0	4	Y	Y	25%
Subsubtotal				12 0	12			
Subtotal College of Language, Linguistics, and Literature				46 778	824			

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Table 1

Course Enrollments 2016-2017

Courses with 25% or More Pacific Content

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i> <i>*=CPIS faculty</i>	<i>Sem.Cred.</i>	<i>Enrollments</i>	<i>Total</i>	<i>17-18</i>	<i>18-19</i>	<i>if < 100%</i>
			<i>Hours</i>	<i>Grad</i>	<i>Ugrad</i>	<i>G + U</i>		
College of Language, Linguistics, and Literature (cont.)								
<i>Department of Indo-Pacific Languages</i>								
CHAM 202	Intermediate Chamorro	Songsong	S	3	0	12	12	N Y 100%
MAO 101	Beginning Maori I	Roa	F	3	1	9	10	Y Y 100%
MAO 201	Intermediate Maori I	Roa	F	3	0	2	2	Y Y 100%
MAO 102	Beginning Maori II	Roa	S	3	2	5	7	Y Y 100%
MAO 202	Intermediate Maori II	Roa	S	3	0	1	1	Y Y 100%
SAM 101	Elementary Samoan	*Mayer	F	3	1	16	17	Y Y 100%
SAM 101	Elementary Samoan	*Lesa	F	3	0	21	21	Y Y 100%
SAM 101	Elementary Samoan	*Lesa	F	3	0	21	21	Y Y 100%
SAM 101	Elementary Samoan	*Danielson	F	3	0	16	16	Y Y 100%
SAM 101	Elementary Samoan	*Danielson	F	3	0	20	20	Y Y 100%
SAM 201	Intermediate Samoan	*Simanu-Klut	F	3	0	15	15	Y Y 100%
SAM 201	Intermediate Samoan	*Danielson	F	3	0	25	25	Y Y 100%
SAM 201	Intermediate Samoan	Patu	F	3	0	17	17	Y Y 100%
SAM 201	Intermediate Samoan	*Mayer	F	3	1	5	6	Y Y 100%
SAM 227	Overview of Samoan Lit in Eng	*Simanu-Klut	F	3	0	15	15	Y Y 100%
SAM 321	Sam Conv: Traditional Context	*Lesa	F	3	1	6	7	N Y 100%
SAM 421	Samoan Ceremonial Speech	Ale	F	3	1	5	6	N Y 100%
SAM 461	Traditional Samoan Literature	*Simanu-Klut	F	3	0	4	4	N Y 100%
SAM 102	Elementary Samoan	*Lesa	S	3	1	25	26	Y Y 100%
SAM 102	Elementary Samoan	*Lesa	S	3	0	22	22	Y Y 100%
SAM 102	Elementary Samoan	*Danielson	S	3	0	20	20	Y Y 100%
SAM 102	Elementary Samoan	*Danielson	S	3	0	14	14	Y Y 100%
SAM 202	Intermediate Samoan	*Danielson	S	3	0	25	25	Y Y 100%
SAM 202	Intermediate Samoan	Ale	S	3	0	20	20	Y Y 100%
SAM 202	Intermediate Samoan	*Simanu-Klut	S	3	1	15	16	Y Y 100%
SAM 227	Overview of Samoan Lit in Eng	*Simanu-Klut	S	3	0	7	7	Y Y 100%
SAM 322	Sam Conv: Traditional Context	*Lesa	S	3	0	8	8	N Y 100%
SAM 422	Samoan Ceremonial Speech	Ale	S	3	1	6	7	N Y 100%
SAM 101	Elementary Samoan	*Danielson	Sum	3	0	2	2	Y Y 100%
SAM 102	Elementary Samoan	*Danielson	Sum	3	0	3	3	Y Y 100%
SAM 201	Intermediate Samoan	*Lesa	Sum	3	0	13	13	Y Y 100%
SAM 202	Intermediate Samoan	*Lesa	Sum	3	0	10	10	Y Y 100%
SLS 430	Pidgin & Creole Eng in Hawaii	Sakoda	F	3	1	27	28	Y Y 25%
SLS 430	Pidgin & Creole Eng in Hawaii	Sakoda	S	3	1	20	21	Y Y 25%
SLS 430	Pidgin & Creole Eng in Hawaii	Sakoda	Sum	3	3	8	11	Y Y 25%
TAHT 103	First Year Tahitian I	Chailloux	F	3	2	3	5	Y Y 100%
TAHT 401	Fourth-Level Tahitian	Chailloux	F	3	1	0	1	N N 100%
TAHT 104	First Year Tahitian II	Chailloux	S	3	1	1	2	Y Y 100%
THAT 402	Fourth-Level Tahitian II	Chailloux	S	3	1	0	1	Y N 100%
TONG 201	Intermediate Tongan	*Pasi	F	3	0	11	11	N Y 100%
TONG 202	Intermediate Tongan	*Pasi	S	3	0	10	10	N Y 100%
Subsubtotal					20	485	505	
Subtotal College of Language, Linguistics, and Literature					66	1263	1329	
College of Natural Sciences								
<i>Department of Botany</i>								
BOT 105	Ethnobotany	Amend	F	3	0	19	19	Y Y 25%
BOT 105	Ethnobotany	Amend	F	3	0	20	20	Y Y 25%
BOT 105	Ethnobotany	Amend	F	3	0	21	21	Y Y 25%
BOT 105	Ethnobotany	Amend	F	3	0	19	19	Y Y 25%
BOT 105	Ethnobotany	Amend	F	3	0	20	20	Y Y 25%
BOT 105	Ethnobotany	Amend	F	3	0	21	21	Y Y 25%
BOT 105A	Ethnobotany	Wong	F	3	0	17	17	Y Y 25%
BOT 450	Natural Hist of Hawn Islands	Dachler	S	3	0	18	18	Y Y 30%
BOT 450	Natural Hist of Hawn Islands	Dachler	S	3	1	18	19	Y Y 30%
Subsubtotal					1	173	174	
<i>Department of Zoology</i>								
ZOOL 691H	Seminar: Marine Biology	Richmond	F	3	6	0	6	Y Y 40%
ZOOL 410	Corals and Coral Reefs	Hunter	S	3	0	31	31	Y Y 40%
ZOOL 450	Natural Hist of Hawn Islands	Hunter	S	3	0	21	21	Y Y 30%
ZOO 450	Natural Hist of Hawn Islands	Hunter	S	3	0	6	6	Y Y 30%
ZOOL 691H	Seminar: Marine Biology	Pacini	S	3	1	2	3	Y Y 40%
Subsubtotal					7	60	67	
Subtotal College of Natural Sciences					180	233	241	

APPENDIX 2

Table 1

Course Enrollments 2016-2017

Courses with 25% or More Pacific Content

Course Number	Course Title	Instructor *=CPIS faculty	Sem.Cred.	Enrollments	Total	17-18	18-19	if < 100%
			Hours	Grad	Ugrad	G + U		
College of Social Sciences								
<i>Department of Anthropology</i>								
ANTH 210	Archaeology	*Bayman	F 3	0	33	33	Y	Y 25%
ANTH 323	Pacific Islands Archaeology	*Rolett	F 3	0	14	14	Y	Y 100%
ANTH 350	Pacific Island Cultures	Pigliasio	F 3	2	29	31	Y	Y 100%
ANTH 151	Emerging Humanity	*Rolett	S 3	0	18	18	Y	Y 25%
ANTH 151	Emerging Humanity	*Rolett	S 3	0	17	17	Y	Y 25%
ANTH 151	Emerging Humanity	*Rolett	S 3	0	8	8	Y	Y 25%
ANTH 201	Archaeology	Oxley	S 3	0	3	3	N	N 25%
ANTH 350	Pacific Island Culture	Pigliasio	S 3	12	9	21	Y	Y 100%
ANTH 464	Hawaiian Archaeology	Dye	S 3	2	7	9	Y	Y 25%
ANTH 464	Hawaiian Archaeology	Kirkendall	S 3	0	7	7	Y	Y 25%
ANTH 323	Pacific Islands Archaeology	Oxley	Sum 3	3	9	12	Y	Y 100%
ANTH 350	Pacific Island Cultures	Pigliasio	Sum 3	2	16	18	Y	Y 100%
Subsubtotal				21	170	191		
<i>Department of Economics</i>								
ECON 409	The Ocean Economy	Lynham	F 3	5	40	45	Y	Y 30%
Subsubtotal				5	40	45		
<i>Department of Ethnic Studies</i>								
ES 320	Hawaii & the Pacific	Aoude	F 3	0	20	20	Y	Y 50%
ES 330	Japanese in Hawaii	Okamura	F 3	0	15	15	Y	Y 25%
ES 330	Japanese in Hawaii	Okamura	F 3	0	14	14	Y	Y 25%
ES 330	Japanese in Hawaii	Okamura	F 3	0	13	13	Y	Y 25%
ES 340	Land Tenure and Use in Hawaii	Hasager	F 3	0	21	21	Y	Y 30%
ES 350	Econ Change & Hawaii's People	*McGregor	F 3	0	14	14	Y	Y 30%
ES 360	Immigration to Hawaii & US	Haglund	F 3	0	20	20	Y	Y 30%
ES 365	Pacific/Asian Women in Hawaii	Koikari	F 3	0	6	6	Y	Y 50%
ES 370	Literatures of Hawaii	Fujikane	F 3	0	7	7	Y	Y 25%
ES 221	Hawaiians	*McGregor	S 3	0	15	15	Y	Y 25%
ES 221	Hawaiians	*McGregor	S 3	0	17	17	Y	Y 25%
ES 320	Hawaii & the Pacific	Hasager	S 3	1	21	22	Y	Y 50%
ES 330	Japanese in Hawaii	Okamura	S 3	0	15	15	Y	Y 25%
ES 330	Japanese in Hawaii	Okamura	S 3	0	4	4	Y	Y 25%
ES 330	Japanese in Hawaii	Okamura	S 3	0	10	10	Y	Y 25%
ES 333	Filipinos in Hawaii	Labrador	S 3	0	23	23	Y	Y 25%
ES 340	Land Tenure and Use in Hawaii	*McGregor	S 3	0	19	19	Y	Y 30%
ES 360	Immigration to Hawaii & US	Haglund	S 3	0	16	16	Y	Y 30%
ES 455C	Haw Sovereignty in Pac Context	*Tengan	S 3	0	22	22	N	Y 50%
ES 456	Racism & Ethnicity in Hawaii	Okamura	S 3	0	6	6	Y	Y 25%
ES 486	Peoples of Hawaii	*Fifita	S 3	0	5	5	Y	Y 30%
ES 221	Hawaiians	Perkins	Sum 3	0	14	14	Y	Y 25%
ES 310	Ethnicity & Community: Hawaii	Hasager	Sum 3	0	11	11	N	Y 25%
ES 320	Hawaii & the Pacific	Hasager	Sum 3	4	18	22	Y	Y 50%
ES 333	Filipinos in Hawaii	Labrador	Sum 3	0	14	14	Y	Y 25%
Subsubtotal				5	360	365		
<i>Department of Geography</i>								
GEOG 101	The Natural Environment	Szuster	F 3	0	124	124	Y	Y 25%
GEOG 101	The Natural Environment	Mudd	F 3	0	25	25	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Philips	F 3	0	19	19	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Mudd	F 3	0	18	18	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Philips	F 3	0	15	15	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Longman	F 3	0	22	22	Y	Y 25%
GEOG 101	The Natural Environment	Mudd	S 3	0	57	57	Y	Y 25%
GEOG 101	The Natural Environment	Beilman	S 3	0	107	107	Y	Y 25%
GEOG 101	The Natural Environment	Longman	S 3	0	17	17	Y	Y 25%
GEOG 101	The Natural Environment	Longman	S 3	0	5	5	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Philips	S 3	0	21	21	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Mudd	S 3	0	20	20	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Marohnic	S 3	0	19	19	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Philips	S 3	0	15	15	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Longman	S 3	0	11	11	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Longman	S 3	0	5	5	Y	Y 25%
GEOG 368	Geography of Hawaii	Wright	S 3	0	50	50	Y	Y 25%
GEOG 410	Human Role in Environ Change	Merlin	S 3	0	15	15	Y	Y 25%
GEOG 423	Marine Policy	Rieser	S 3	0	20	20	Y	Y 30%
GEOG 101	The Natural Environment	Longman	Sum 3	0	18	18	Y	Y 25%
GEOG 101	The Natural Environment	Longman	Sum 3	0	17	17	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Longman	Sum 3	0	15	15	Y	Y 25%
GEOG 101L	The Natural Environment Lab	Longman	Sum 3	0	12	12	Y	Y 25%
Subsubtotal				0	647	647		
<i>Department of Urban & Regional Planning</i>								
PLAN 632	Plang in Hawaii & Pac Islands	Minerbi	S 3	7	0	7	N	Y 50%
Subsubtotal				7	0	7		

APPENDIX 2

Table 1

Course Enrollments 2016-2017

Courses with 25% or More Pacific Content

Course Number	Course Title	Instructor *=CPIS faculty	Sem.Cred.	Enrollments	Total	17-18	18-19	if < 100%
			Hours	Grad	Ugrad	G + U		
<i>Department of Political Science</i>								
POLS 301	Hawaii Politics	Johnson	F	3	0	36	36	Y
POLS 301	Hawaii Politics	Lasky	F	3	0	10	10	Y
POLS 302	Native Hawaiian Politics	*Goodyear-Kaopua	F	3	0	40	40	Y
POLS 304	Indigenous Politics	*Silva	F	3	0	19	19	Y
POLS 777	Decolonial Futures	*Goodyear-Kaopua	F	3	12	0	12	Y
POLS 301	Hawaii Politics	Lasky	S	3	0	31	31	Y
POLS 301	Hawaii Politics	Iaukea	S	3	0	12	12	Y
POLS 302	Native Hawaiian Politics	*Silva	S	3	0	29	29	Y
POLS 304	Indigenous Politics	Johnson	S	3	0	18	18	Y
POLS 307C	Tpcs Comp Politics: Pac Islands	Rokolekutu	S	3	0	17	17	Y
POLS 612	Na Manao Politika Hawaii	*Silva	S	3	5	0	5	N
POLS 302	Native Hawaiian Politics	*Baker	Sum	3	3	8	11	Y
Subsubtotal					20	220	240	

Sociology Department

SOC 456	Racism & Ethnicity in Hawaii	Darrah	F	3	1	33	34	Y
SOC 456	Racism & Ethnicity in Hawaii	Okamura	S	3	0	6	6	Y
Subsubtotal					1	39	40	

Subtotal College of Social Sciences					59	1476	1535	
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School of Pacific and Asian Studies

Center for Pacific Islands Studies

PACS 108	Pacific Worlds	*Bautista	F	3	0	29	29	Y
PACS 108	Pacific Worlds	*Mawyer	F	3	0	32	32	Y
PACS 108	Pacific Worlds	*Tamaira	F	3	0	34	34	Y
PACS 108	Pacific Worlds	*Nepia	F	3	0	15	15	Y
PACS 108	Pacific Worlds	*Nepia	F	3	0	1	1	Y
PACS 108	Pacific Worlds	*Hattori	F	3	2	7	9	Y
PACS 202	Pacific Movement and Migration	*Bautista	F	3	0	20	20	Y
PACS 301	Pacific Communities in Hawaii	*Walsh	F	3	0	19	19	Y
PACS 493	Moving images in the Pacific	*Mawyer	F	3	3	9	12	N
PACS 601	Learning Oceania	*Wesley-Smith	F	3	5	0	5	Y
PACS 602	Re/Presenting Oceania	*Nepia	F	3	3	0	3	Y
PACS 108	Pacific Worlds	*Alofaituli	S	3	0	24	24	Y
PACS 108	Pacific Worlds	*Nepia	S	3	1	6	7	Y
PACS 108	Pacific Worlds	*Mawyer	S	3	0	23	23	Y
PACS 108	Pacific Worlds	*Hattori	S	3	0	7	7	Y
PACS 201	Islands of Globalization	*Kabutaulaka	S	3	0	17	17	Y
PACS 302	Contemporary Issues in Oceania	*Wesley-Smith	S	3	1	15	16	Y
PACS 303	Pacs Arts, Ritual & Performance	*Nepia	S	3	0	8	8	Y
PACS 401	Senior Capstone	*Bautista	S	3	0	7	7	Y
PACS 603	Researching Oceania	*Mawyer	S	3	5	0	5	Y
PACS 690	Grad Sem: Change in the Pacific	*Kabutaulaka	S	3	5	0	5	Y
PACS 108	Pacific Worlds	*Hattori	S	3	0	21	21	Y
PACS 108	Pacific Worlds	*Tamaira	S	3	0	12	12	Y

Subtotal School of Pacific and Asian Studies					25	306	331	
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School of Hawaiian Knowledge

HWST 107	Hawaii: Center of the Pacific	Kauila	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Ryan	F	3	1	34	35	Y
HWST 107	Hawaii: Center of the Pacific	McGuire	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Ryan	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Wright	F	3	0	34	34	Y
HWST 107	Hawaii: Center of the Pacific	McGuire	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Ryan	F	3	0	36	36	Y
HWST 107	Hawaii: Center of the Pacific	Lopes	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Steele	F	3	0	36	36	Y
HWST 107	Hawaii: Center of the Pacific	Camvel	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Lopes	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Kauila	F	3	0	37	37	Y
HWST 107	Hawaii: Center of the Pacific	Luke	F	3	1	34	35	Y
HWST 107	Hawaii: Center of the Pacific	Camvel	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Kauila	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Camvel	F	3	0	35	35	Y
HWST 107	Hawaii: Center of the Pacific	Kauila	F	3	0	37	37	Y

APPENDIX 2

Table 1

Course Enrollments 2016-2017

Courses with 25% or More Pacific Content

Course Number	Course Title	Courses with 25% or More Pacific Content					17-18	18-19	if < 100%	
		Instructor *CPIS faculty	Sem.Cred.	Enrollments Hours Grad	Total Ugrad G + U					
HWST 107	Hawaii: Center of the Pacific	Vickery	F	3	0	26	26	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	*Osorio	F	3	1	178	179	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kalani	F	3	0	25	25	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Armitage	F	3	0	35	35	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kauila	F	3	0	2	2	Y	Y	25%
HWST 107A	Hawaii: Center of the Pacific	Lopes	F	3	0	16	16	Y	Y	25%
HWST 107A	Hawaii: Center of the Pacific	Lopes	F	3	0	17	17	Y	Y	25%
HWST 222	Intro to Hawaiian Fiberarts	Andrade	F	3	0	11	11	Y	Y	25%
HWST 224	Intro to Hawaiian Paint & Draw	Drexel	F	3	0	8	8	Y	Y	25%
HWST 234	Introduction to Indigenous Lit	Armitage	F	3	0	15	15	Y	Y	25%
HWST 270	Hawaiian Mythology	*Kameeleihiwa	F	3	0	17	17	Y	Y	25%
HWST 281	Hookele I: Hawaiian Astronomy	Murphy	F	3	0	16	16	Y	Y	25%
HWST 281L	hookele I Laboratory	Murphy	F	3	0	13	13	Y	Y	25%
HWST 285	La'au Lapa'au I: Hawn Med He	Baclayon	F	3	0	31	31	Y	Y	25%
HWST 301	Perspectives in Hawn Studies	Keawe	F	3	0	7	7	Y	Y	25%
HWST 301	Perspectives in Hawn Studies	Drexel	F	3	0	12	12	Y	Y	25%
HWST 307	Aina Visual Technologies	Beamer	F	3	0	6	6	Y	Y	25%
HWST 327	Mele Hula o Pelehonouamea	Ryan	F	3	0	17	17	Y	Y	25%
HWST 341	Hawaiian Genealogies	*Kameeleihiwa	F	3	1	23	24	Y	Y	25%
HWST 342	Chiefs of Post Contact Hawaii	Drexel	F	3	0	9	9	Y	Y	25%
HWST 343	Myths of Hawaiian History	Keawe	F	3	0	15	15	Y	Y	25%
HWST 351	Mahi'ai Kalo I: Taro Cultivat	Cashman	F	3	0	30	30	Y	Y	25%
HWST 385	La'au Lapa'au II: Adv Med He	Baclayon	F	3	0	11	11	Y	Y	25%
HWST 390	Issues in Modern Hawaii	Keawe	F	3	0	19	19	Y	Y	25%
HWST 396	Native Hwn Rights & Practices	Akutagawa	F	3	0	7	7	Y	Y	25%
HWST 442	Intro to Indigenous Research	Freitas	F	3	1	6	7	Y	Y	25%
HWST 445	Hawaiian Institutions	Perry	F	3	1	8	9	Y	Y	25%
HWST 457	Aina Mauiola: Hawn Ecosystems	Kikilo	F	3	4	7	11	Y	Y	25%
HWST 478	Mele Au Hou: Music & Nat Ident	Osorio	F	3	4	19	23	Y	Y	25%
HWST 485	Mahi La'au Lapa'au	Baclayon	F	3	0	24	24	Y	Y	25%
HWST 601	Indigenous Res Methodologies	Osorio	F	3	16	0	16	Y	Y	25%
HWST 602	Hawaiian Archival Research	*Kameeleihiwa	F	3	11	0	11	Y	Y	25%
HWST 650	Hawn Geography & Resource Mgmt	Puniwai	F	3	7	0	7	Y	Y	25%
HWST 690	Kukulu Aupuni: Hawaiian Nation	Perry	F	3	3	0	3	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kauila	S	3	0	34	34	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Ryan	S	3	0	35	35	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kaiama	S	3	1	34	35	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Wright	S	3	0	11	11	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Ryan	S	3	0	35	35	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kaiama	S	3	0	35	35	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Lopes	S	3	0	25	25	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kaiama	S	3	0	35	35	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Ryan	S	3	0	35	35	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Lopes	S	3	0	17	17	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kaiama	S	3	0	37	37	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Steele	S	3	0	24	24	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Ryan	S	3	0	35	35	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kauila	S	3	0	35	35	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Luke	S	3	1	29	30	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Camvel	S	3	0	34	34	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kauila	S	3	0	36	36	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Kauila	S	3	0	36	36	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Perry	S	3	1	136	137	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Lopes	S	3	0	14	14	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Lopes	S	3	0	26	26	Y	Y	25%
HWST 107	Hawaii: Center of the Pacific	Camvel	S	3	0	16	16	Y	Y	25%
HWST 207	Hawaii: Center of the Pacific	Puniwai	S	3	1	10	11	Y	Y	25%
HWST 222	Intro to Hawaiian Fiberarts	Andrade	S	3	1	14	15	Y	Y	25%
HWST 225	Intro to Hawaiian Printmaking	Andrade	S	3	0	12	12	Y	Y	25%
HWST 270	Hawaiian Mythology	*Kameeleihiwa	S	3	0	29	29	Y	Y	25%

APPENDIX 2

Table 1

Course Enrollments 2016-2017

Courses with 25% or More Pacific Content

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i> <i>*=CPIS faculty</i>	<i>Sem.Cred.</i>	<i>Enrollments</i>		<i>Total</i>	<i>17-18</i>	<i>18-19</i>	<i>if < 100%</i>
				<i>Hours</i>	<i>Grad</i>	<i>Ugrad</i>	<i>G + U</i>		
HWST 282	Hookele II: Hawaiian Navigatn	Lee	S	3	0	12	12	Y	Y
HWST 282L	Hookele II: Laboratory	Lee	S	3	0	9	9	Y	Y
HWST 285	La'au Lapa'au I: Hawn Med He	Baclayon	S	3	0	16	16	Y	Y
HWST 285	La'au Lapa'au I: Hawn Med He	Baclayon	S	3	1	21	22	Y	Y
HWST 324	Adv Hawaiian Painting & Drawing	Drexel	S	3	0	2	2	N	Y
HWST 330	Traditions in Literature	Armitage	S	3	0	6	6	N	Y
HWST 341	Hawaiian Genealogies	*Kameeleihiwa	S	3	0	23	23	Y	Y
HWST 342	Chiefs of Post Contact Hawaii	Drexel	S	3	0	20	20	Y	Y
HWST 343	Myths of Hawaiian History	Keawe	S	3	1	13	14	Y	Y
HWST 352	Mah'i'ai Kalo II: Advanced Tar	Cashman	S	3	0	18	18	Y	Y
HWST 353	Malama Loko I'a	Kawelo	S	3	0	15	15	N	Y
HWST 372	Oli Makawalu	Hind	S	3	0	11	11	N	Y
HWST 385	La' au Lapa'au II: Adv med He	Baclayon	S	3	0	17	17	Y	Y
HWST 390	Issues in Modern Hawaii	Perry	S	3	0	20	20	Y	Y
HWST 440	Mahele Land Awards	Beamer	S	3	1	3	4	N	Y
HWST 458	Natural Resrce Issues & Ethics	Akutagawa	S	3	0	7	7	Y	Y
HWST 459	Hawaiian Resource Use	Kikiloi	S	3	5	3	8	N	N
HWST 460	Hawaiian Resource Internship	Puniwai	S	3	0	3	3	Y	Y
HWST 490	Senior Seminar in Hawn Studies	Perry	S	3	0	7	7	N	Y
HWST 603	Review of Hawaiian Literature	Drexel	S	3	11	0	11	Y	Y
HWST 604	Writing a Hawaiian Thesis	Keawe	S	3	9	0	9	Y	Y
HWST 671	Pacific Life Narratives	Armitage	S	3	2	0	2	N	Y
HWST 691	Sovereign State, Kingdom Law	Beamer	S	3	6	1	7	N	Y
HWST 107	Hawaii: Center of the Pacific	Kaiaama	Sum	3	0	21	21	Y	Y
HWST 107	Hawaii: Center of the Pacific	Kauiia	Sum	3	0	20	20	Y	Y
HWST 107	Hawaii: Center of the Pacific	Lopes	Sum	3	1	12	13	Y	Y
HWST 107	Hawaii: Center of the Pacific	Wright	Sum	3	0	10	10	Y	Y
HWST 301	Perspectives in Hawn Studies	Perry	Sum	3	0	20	20	Y	Y
HWST 301	Perspectives in Hawn Studies	Perry	Sum	3	0	13	13	Y	Y
Subtotal School of Hawaiian Knowledge					93	2370	2463		

School of Ocean & Earth Science & Technology

OCN 201	Science of the Sea	DeCarlo	S	3	0	102	102	Y	Y
OCN 201	Science of the Sea	DeCarlo	S	3	0	54	54	Y	Y
OCN 201L	Science of the Sea Laboratory	DeCarlo	S	3	0	20	20	Y	Y
OCN 201L	Science of the Sea Laboratory	DeCarlo	S	3	0	9	9	Y	Y
OCN 201L	Science of the Sea Laboratory	DeCarlo	S	3	0	15	15	Y	Y
OCN 201L	Science of the Sea Laboratory	DeCarlo	S	3	0	15	15	Y	Y
OCN 201L	Science of the Sea Laboratory	DeCarlo	S	3	0	7	7	Y	Y
OCN 310	Global Environmental Change	Mottl	S	3	1	45	46	Y	Y
OCN 310	Global Environmental Change	Ho	S	3	0	3	3	Y	Y
OCN 320	Aquatic Pollution	Nelson	S	3	0	25	25	Y	Y
OCN 760	Topics in Physical Ocean	Richards	S	3	1	0	1	Y	Y
OCN 760	Topics in Physical Ocean	Firing	S	3	5	0	5	Y	Y
OCN 760	Topics in Physical Ocean	Firing	S	3	2	0	2	Y	Y
OCN 201	Science of the Sea	Herrero-Bervera	Sum	3	0	5	5	Y	Y
OCN 760	Topics in Physical Ocean	Merrifield	Sum	3	1	0	1	Y	Y
Subtotal School of Ocean & Earth Science & Technology					10	300	310		

PROFESSIONAL SCHOOLS

College of Education

ITE 440	Curr Implicatn of Multicult Ed	Walton	S	3	1	13	14	Y	Y
ITE 440	Curr Implicatn of Multicult Ed	Halagao	S	3	1	13	14	Y	Y
ITE 440	Curr Implicatn of Multicult Ed	Lopez	Sum	3	3	5	8	Y	Y
Subtotal College of Education					5	31	36		

Library and Information Science Program

LIS 693	Special Tpcs in Librarianship	*Kleiber	F	3	2	0	2	Y	Y
Subtotal Library and Information Science Program					2	0	2		25%

School of Law

LWPA 581	Native Hawaiian Rights	MacKenzie	F	3	20	0	20	Y	Y
LWPA 584	Emerging Hawaii Water issues	Sproat	F	3	10	0	10	N	Y
LWPA 583	Legal History of Hawaii	Andrade	S	3	7	0	7	N	Y
LWPA 588	Intl Human Rights Advocacy	Baik	S	3	5	0	5	N	Y
LWPA 585	International Law	Broder	Sum	3	7	0	7	N	Y
Subtotal School of Law					49	0	49		

APPENDIX 2

Table 1

Course Enrollments 2016-2017

Courses with 25% or More Pacific Content

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor *=CPIS faculty</i>	<i>Sem.Cred.</i>	<i>Enrollments</i>	<i>Total</i>	<i>17-18</i>	<i>18-19</i>	<i>if < 100%</i>
			<i>Hours</i>	<i>Grad</i>	<i>Ugrad</i>	<i>G + U</i>		
School of Medicine								
<i>Office of Public Health Studies</i>								
PH 202	Public Health Issues in Hawaii	Kehl	F 3	0	33	33	Y	Y 30%
PH 635	Indigenous Health Seminar	Taualii	F 3	4	0	4	Y	Y 30%
PH 202	Public Health Issues in Hawaii	Kehl	S 3	0	31	31	Y	Y 30%
PH 674	Adv Nat Haw Hlth Determinants	Taualii	S 3	1	0	1	Y	Y 30%
PH 675	Community Engaged Rsrch & Prac	Delormier	S 3	2	0	2	N	Y 30%
PH 704	Comm-Based Participatory Rsrch	Chung-Do	S 3	9	0	9	Y	Y 30%
PH 729	Sci Exp Indigenous Health	Taualii	S 3	2	0	2	Y	Y 30%
PH 792I	Current Iss:Nat Haw & Ind Hlth	Taualii	S 3	5	0	5	N	Y 30%
PH 202	Public Health Issues in Hawaii	Kehl	S 3	0	9	9	Y	Y 30%
PH 680	Health Emergencies	Braun	S 3	4	1	5	N	Y 30%
Subtotal School of Medicine				27	74	101		
Subtotal Professional Schools				93	405	498		
Total				610	7698	8136		

Table 2
Course Enrollments 2016-2017
Courses with 100% or More Pacific Content

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor *CPIS faculty</i>	<i>Sem.Cred.</i>	<i>Enrollments</i>	<i>Total</i>
				<i>Hours Grad Ugrad G + U</i>	
<i>Fall Semester 2016</i>					
HIST 481	Pacific Islands I	*Hanlon	F 3	1	20
HIST 483	United States in the Pacific	Rosa	F 3	2	17
LLEA 371	Europeans of the Pacific	Schweizer	F 3	0	5
LLEA 371	Europeans of the Pacific	Schweizer	F 3	0	42
ENG 371	Literature of the Pacific	*Perez	F 3	0	20
ENG 479	Modern Pacific Women's Poetry	*Hoomanawanui	F 3	1	18
MAO 101	Beginning Maori I	Roa	F 3	1	9
MAO 201	Intermediate Maori I	Roa	F 3	0	2
SAM 101	Elementary Samoan	*Mayer	F 3	1	16
SAM 101	Elementary Samoan	*Lesa	F 3	0	21
SAM 101	Elementary Samoan	*Lesa	F 3	0	21
SAM 101	Elementary Samoan	*Danielson	F 3	0	16
SAM 101	Elementary Samoan	*Danielson	F 3	0	20
SAM 201	Intermediate Samoan	*Simanu-Klutz	F 3	0	15
SAM 201	Intermediate Samoan	*Danielson	F 3	0	25
SAM 201	Intermediate Samoan	Patu	F 3	0	17
SAM 201	Intermediate Samoan	*Mayer	F 3	1	5
SAM 227	Overview of Samoan Lit in Eng	*Simanu-Klutz	F 3	0	15
SAM 321	Sam Conv: Traditional Context	*Lesa	F 3	1	6
SAM 421	Samoan Ceremonial Speech	Ale	F 3	1	5
SAM 461	Traditional Samoan Literature	*Simanu-Klutz	F 3	0	4
TAHT 103	First Year Tahitian I	Chailloux	F 3	2	3
TAHT 401	Fourth-Level Tahitian	Chailloux	F 3	1	0
TONG 201	Intermediate Tongan	*Pasi	F 3	0	11
ANTH 323	Pacific Islands Archaeology	*Rolett	F 3	0	14
ANTH 350	Pacific Island Cultures	Pigliasco	F 3	2	29
PACS 108	Pacific Worlds	*Bautista	F 3	0	29
PACS 108	Pacific Worlds	*Mawyer	F 3	0	32
PACS 108	Pacific Worlds	*Tamaira	F 3	0	34
PACS 108	Pacific Worlds	*Nepia	F 3	0	15
PACS 108	Pacific Worlds	*Nepia	F 3	0	1
PACS 108	Pacific Worlds	*Hattori	F 3	2	7
PACS 202	Pacific Movement and Migration	*Bautista	F 3	0	20
PACS 301	Pacific Communities in Hawaii	*Walsh	F 3	0	19
PACS 493	Moving images in the Pacific	*Mawyer	F 3	3	9
PACS 601	Learning Oceania	*Wesley-Smith	F 3	5	0
PACS 602	Re/Presenting Oceania	*Nepia	F 3	3	0
Subtotal				27	542
<i>Spring Semester 2017</i>					
HIST 482	Pacific Islands II	*Chappell	S 3	2	16
HIST 675E	Sem in 20th C Pacific Hist	*Chappell	S 3	6	0
THEA 462	Drama & Theatre of Oceania	*Baker	S 3	3	6
LLEA 371	Europeans of the Pacific	Schweizer	S 3	0	6
LLEA 371	Europeans of the Pacific	Schweizer	S 3	0	43
ENG 474	Studies: Pacific Literature	*Hoomanawanui	S 3	2	8
ENG 771	Seminar in Pacific Literatures	*Lyons	S 3	14	0
CHAM 202	Intermediate Chamorro	Songsong	S 3	0	12
MAO 102	Beginning Maori II	Roa	S 3	2	5
MAO 202	Intermediate Maori II	Roa	S 3	0	1
SAM 102	Elementary Samoan	*Lesa	S 3	1	25
SAM 102	Elementary Samoan	*Lesa	S 3	0	22
SAM 102	Elementary Samoan	*Danielson	S 3	0	20
SAM 102	Elementary Samoan	*Danielson	S 3	0	14
SAM 202	Intermediate Samoan	*Danielson	S 3	0	25
SAM 202	Intermediate Samoan	Ale	S 3	0	20
SAM 202	Intermediate Samoan	*Simanu-Klutz	S 3	1	15
SAM 227	Overview of Samoan Lit in Eng	*Simanu-Klutz	S 3	0	7
SAM 322	Sam Conv: Traditional Context	*Lesa	S 3	0	8
SAM 422	Samoan Ceremonial Speech	Ale	S 3	1	6
TAHT 104	First Year Tahitian II	Chailloux	S 3	1	1
THAT 402	Fourth-Level Tahitian II	Chailloux	S 3	1	0
TONG 202	Intermediate Tongan	*Pasi	S 3	0	10
ANTH 350	Pacific Island Cultue	Pigliasco	S 3	12	9
POLS 307C	Tpcs Comp Politics: Pac Islands	Rokolekutu	S 3	0	17
PACS 108	Pacific Worlds	*Alofaituli	S 3	0	24
PACS 108	Pacific Worlds	*Nepia	S 3	1	6
PACS 108	Pacific Worlds	*Mawyer	S 3	0	23
PACS 108	Pacific Worlds	*Hattori	S 3	0	7
PACS 201	Islands of Globalization	*Kabutaulaka	S 3	0	17
PACS 302	Contemporary Issues in Oceania	*Wesley-Smith	S 3	1	15
PACS 303	Pacs Arts, Ritual & Performance	*Nepia	S 3	0	8
PACS 401	Senior Capstone	*Bautista	S 3	0	7
PACS 603	Researching Oceania	*Mawyer	S 3	5	0
PACS 690	Grad Sem: Change in the Pacific	*Kabutaulaka	S 3	5	0
PACS 108	Pacific Worlds	*Hattori	S 3	0	21
PACS 108	Pacific Worlds	*Tamaira	S 3	0	12
Subtotal				58	436

Table 2
Course Enrollments 2016-2017
Courses with 100% or More Pacific Content

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor *=CPIS faculty</i>	<i>Sem.Cred.</i>	<i>Enrollments</i>	<i>Total</i>
			<i>Hours</i>	<i>Grad</i>	<i>Ugrad G + U</i>
<i>Summer Sessions 2017</i>					
HIST 288	Survey of Pac. Islands History	*Alofaituli	Sum 3	0	11 11
SAM 101	Elementary Samoan	*Danielson	Sum 3	0	2 2
SAM 102	Elementary Samoan	*Danielson	Sum 3	0	3 3
SAM 201	Intermediate Samoan	*Lesa	Sum 3	0	13 13
SAM 202	Intermediate Samoan	*Lesa	Sum 3	0	10 10
ANTH 323	Pacific Islands Archaeology	Oxley	Sum 3	3	9 12
ANTH 350	Pacific Island Cultures	Pigliasco	Sum 3	2	16 18
Subtotal				5	64 69
Total				90	1042 1132

No existing courses to be supported with grant funds.

Appendix 3: Performance Measure Form (PMF)
NRC Application – Center for Pacific Islands Studies, University of Hawai‘i at Mānoa

Project Goal 1: Increase the capacity of teachers to incorporate Pacific Islands area studies into the K-12 Curriculum

BL = Baseline, T = Target cumulative over the course of the performance period

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
Increase the number of high schools offering Early College opportunities.	Work with colleagues at two UH system community colleges (CC), Kapi`olani CC and Leeward CC, to increase the number of high schools offering PACS 108 in the Early College program.	Number of high schools offering PACS 108 in the Early College program	Annually	Institutional records from Kapi`olani CC and Leeward CC	3	1	2	3	4
Provide professional development opportunities for K-12 teachers.	Work with partner professional development providers to deliver workshops to K-12 educators on state standards for the Pacific Islands Social Studies curriculum and culturally responsive pedagogy.	Number of workshops delivered	Annually	Institutional records from CPIS and partner professional development providers (UHM COE, Honolulu Museum of Art, Bishop Museum, Guam DOE, Chaminade University)	6	4	9	15	22
Develop resources to support a multicultural education course taught in the UHM College of Education (COE).	Work with colleagues in the COE to develop Pacific-related online repositories to support the <i>Teaching Asia and the Pacific</i> course.	Number of Pacific-related online repositories developed	Annually	Institutional records from CPIS and the COE	1	2	3	4	5

Appendix 3: Performance Measure Form (PMF)
NRC Application – Center for Pacific Islands Studies, University of Hawai‘i at Mānoa

Project Goal 2: Increase the capacity of post-secondary instructors and institutions to incorporate Pacific Islands language and area studies into the curriculum.

BL = Baseline, T = Target cumulative over the course of the performance period

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
Form the US Association for Pacific Studies, organize an inaugural conference, and develop a website to make resources accessible.	A. Develop a professional organization	Number of Professional association established	Once, in year 1	Institutional records from CPIS	0	1	1	1	1
	B. Organize an inaugural conference.	Number of conferences organized	Once in year 2	Institutional records from CPIS	0	0	1	1	1
	C. Develop a website for the professional association.	Number of websites created	Once in year 4	Records of professional association	0	0	0	0	1
Develop more digital text books for undergraduate courses covering topics of: Pacific Literatures; Geographies; Migration and Diaspora; Colonialism and Imperialism; Decolonization and Sovereignty; and The French Speaking Pacific.	A. Conduct workshops to draft iBooks.	Number of workshops	Once in year 2 and year 4	Institutional records from CPIS	1	0	1	1	2
	B. Publish new iBooks as part of the Teaching Oceania series of interactive iBooks.	Number of iBooks published	Once in year 4	Institutional records from CPIS	5	0	0	0	6

Appendix 3: Performance Measure Form (PMF)
NRC Application – Center for Pacific Islands Studies, University of Hawai‘i at Mānoa

Expand and enhance Pacific Islands studies offerings at universities and colleges in Hawai‘i, on the US mainland, and in US-affiliated Pacific islands.	Work with partner campuses in Hawai‘i, on the US mainland, and in US-affiliated Pacific islands to increase the number of Pacific Islands Studies offerings.	Number of Pacific-related courses at partner campuses	Annually	Institutional records from partner campuses		1	2	4	5
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Project Goal 3: Increase skills preparation for further study and postgraduate employment in areas of national interest.

BL = Baseline, T = Target cumulative over the course of the performance period

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
Increase opportunities for area and language studies overseas.	Work with colleagues in IPLL, Hawai‘i-based MSIs, other campuses in the UH system, and institutional partners overseas to develop and implement summer study abroad programs in Palau, Marshall Islands, and Fiji.	Number of study abroad program.	Annually starting in year 2	Institutional records from CPIS	2	0	1	2	3
Increase opportunities for internships overseas.	Work to increase opportunities for UHM students to work as summer interns in government agencies, nongovernment organizations, or regional organizations in Pacific locations.	Number of Pacific islands with internship placements	Annually in years 3 and 4.	Institutional records from CPIS	1	0	0	1	2

Appendix 3: Performance Measure Form (PMF)
NRC Application – Center for Pacific Islands Studies, University of Hawai‘i at Mānoa

Project Goal 4: Make more resources and information accessible to local and national audiences.

BL = Baseline, T = Target cumulative over the course of the performance period

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
Acquire library materials through acquisition trips.	Collaborate with library staff to undertake annual acquisition trips to educational institutions, libraries, and government agencies in Melanesia, Polynesia, and Micronesia.	Number of items acquired through acquisition travel and/or related means	Annually	Library records	1600	400	800	1200	1600
Digitize and make available library research material	Collaborate with library staff to digitize rare collections and other items on demand for worldwide audiences	Number of pages and photographs digitized	Annually	Library records	80000	20000	40000	60000	80000
Improve access to reliable online sources of news and analysis of contemporary issues in the Pacific Islands.	Work with colleagues at East-West Center's Pacific Islands Development Program (PIDP) to restore the Pacific Islands Report online news service in an enhanced format to include podcasts with expert commentary.	Number of online services (websites) developed.	Annually	Institutional records from CPIS	0	1	1	1	1



Chaminade University

O F H O N O L U L U

June 15, 2018

U.S. Department of Education
International and Foreign Education

To Whom It May Concern,

On behalf of Chaminade University's Center for Teaching and Learning, I am writing in support of the Center for Pacific Islands Studies' (CPIS) Title VI National Resource Center Grant. Chaminade University is committed to fostering an excellent multi-cultural learning environment drawing on our Pacific Island location and to engage in partnerships with the Hawai'i community and our Pacific Island neighbors. Projects planned in CPIS' grant application complement our existing initiatives, particularly the projects related to these goals: Increase the capacity of teachers to incorporate Pacific Islands area studies into the K-12 curriculum; Increase the capacity of post-secondary instructors and institutions to incorporate Pacific Islands language and area studies into the curriculum; and Make more resources and information accessible to local and national audiences.

It is an honor to be associated with Dr. Terence Wesley-Smith whose leadership as Principal Investigator of the current NRC grant and Director of CPIS has been exemplary, visionary, and marked by a strong record of sustainable community-building and capacity-building. Under Dr. Wesley-Smith's leadership, CPIS has extended its reach into the Pacific Islander community, the community of P-20 educators, the community of national and regional scholars, and to nearly every tertiary institution in the state of Hawai'i. In the Spring and Summer of 2018, we have been involved in discussions around partnerships and activities with faculty and administrators from Kapi'olani Community College, Brigham Young University-Hawai'i, the College of Micronesia, the Caroline College and Pastoral Institute in Chuuk (Federated States of Micronesia), and the College of San Mateo (California) – CPIS has been instrumental in leading or participating in these discussions and follow up activities have already been planned for late summer. CPIS not only initiates and guides these international collaborations but produces material results which have positive impacts throughout the country and the Pacific region.

Dr. Wesley-Smith has positioned CPIS to take a leading role in convening regional scholars and leaders; increasing the capacity of P-20 educators to incorporate Pacific Islands language and area studies into the curriculum in culturally responsive ways; supporting expansion of Pacific language and area studies across the state of Hawai'i, the U.S. continent, and the Pacific region; and developing new partnerships with regional organizations and institutions which will lead to internships, resource-sharing, and creation of new digital resources related to the Pacific. This grant will enable CPIS to continue this work of capacity-building at local, national, and international levels. We are honored to collaborate with CPIS and look forward to many years of productive partnerships.

Thank you,

Mary Therese Perez Hattori
Director, Center for Teaching and Learning

Position Descriptions

1. Evaluator

The assessment specialist will review evaluation and action plans, and work with faculty involved in NRC-supported activities to improve their annual assessment plans. He/she will provide expertise in the development of assessment instruments and methodology, and will write an annual report. Qualifications include graduate degree(s), specialized training in the assessment of post-secondary programs/curricula/activities, experience in college level assessment, and experience working with U.S. Department of Education grants. Annual compensation: \$3,000.

2. Graduate Assistant (Digital Media)

This GA will collect and distribute regional news briefs, provide technical assistance with podcasts, and help maintain center websites. Qualification include: graduate student in good standing; website maintenance experience; experience with print/digital editing. GA, 0.5 FTE, 11-month, Step 7, \$21,288/annum, plus fringe.

3. Student Assistant (Outreach)

Support the Outreach Director and other faculty with outreach activities, including conferences and events, production of the newsletter, and website/social media announcements and updates. Qualifications include: Proficiency in website editing software, social media maintenance, experience with event planning and coordination, strong oral and written communications skills. Level A51, \$17.35/hour x 20 hours x 48 weeks = \$16,656/annum, plus fringe.

4. Student Assistant (Editorial)

Support the Teaching Oceania iBook Series Editor with administrative duties, research supplementary materials for iBook volumes, seek releases to publish copy write materials, assist with iBook design elements. Qualifications include: proficient in use of iBooks Author software, strong editing skills, strong communication skills, knowledge of Pacific region. Editorial Assistant, level A41, \$14.90/hour x 10 hours x 48 weeks = \$7,152/annum, plus fringe.

5. Student Assistant (Online Teaching Support)

Support faculty in the development of online language courses, including the preparation of online lesson plans and templates, as well as supplementary materials. Assist with maintenance of web content and interactive features. Qualifications include experience with website development and maintenance, online teaching, and familiarity with languages being taught. Level A41, \$15.40/hour x 10 hours/week x 48 weeks = \$7,392/annum, plus fringe.

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$266,827. Year 2: \$316,558. Year 3: \$287,208. Year 4: \$294,564.

FLAS Request

Year 1: **\$192,000** Year 2: **\$192,000** Year 3: **\$192,000** Year 4: **\$192,000**

Type of Applicant

- ☒ Single institution: **Center for Pacific Islands Studies, University of Hawai`i at Manoa**
☐ Consortium of institutions
☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input checked="" type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Samoan, Tahitian, Tongan, Maori, Chamorro

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
1.	Personnel				
Goal 2.F	<u>Language Instruction Tongan</u> Instructor for Tongan (Rank 2: 9- Develop online course offering: Fringe Benefits @ 2.53%		6,009 152		
Goal 2.F	<u>Chamorro</u> Instructor for Chamorro (Rank 2; 9- month faculty) Develop online course offering: Chamorro Fringe Benefits @ 2.53%			6,009 152	
Goal 2.F	<u>Training Workshop</u> Consultant fees for training workshop on online language course development	5,000			
Goal 2.F	<u>Student Assistants</u> provide technical assistance with development of online language courses (Level A41) \$14.90 x 10hrs x 48wks (Y3 \$15.40 step increases) Fringe Benefits @ 0.95%		7,152 68	7,392 70	
	Language Subtotal Salaries Language Subtotal Services Language Subtotal Fringe	5,000	13,161 220	13,401 222	
GOAL 4 R	<u>Library, Outreach, Instruction and Assessment Library</u> Student Assistants to assist with digitizing collection resources (Level A31) \$13.05 x 20hrs x 48wks	12,528	12,912	13,488	13,968

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
	(Y2 \$13.45; Y3 \$14.05; Y4 \$14.55)				
	Fringe Benefits @ 0.95%	119	123	128	133
	Library Subtotal Salaries	12,528	12,912	13,488	13,968
	Library Subtotal Fringe	119	123	128	133
GOAL 4.D	<u>Outreach</u> Dr. James Perez Viernes, Assistant .50 FTE, 12 months Fringe Benefits @59.07% (2.82% increase July '18; 2% increase July '19 & '20) (Y2 Fringe increase: 3%/Y3 Fringe increase: 2%)	39,033 23,057	39,814 24,713	40,610 26,019	41,423 26,540
GOAL 4.D	Student Assistant (Level A51) \$17.35x20hrsx48weeks (Y2 \$18.10; Y3 \$18.85; Y4 \$19.60) Fringe Benefits @ 0.95%	16,656 158	17,376 165	18,096 172	18,816 179
GOAL 1.A	Early College Lecturer (UHPA Lecturer C \$2,140 x3 credits: Y1 \$2201/credit; Y2 \$2245/credit; Y3 \$2290/credit) To facilitate release of KCC instructor to teach early college courses Fringe Benefits @59.07% (Y2 Fringe increase: 3%/Y3 Fringe increase: 2%)	6,603 3,900		6,870 4,402	

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
	To facilitate release of LCC instructor to teach early college courses Fringe Benefits @59.07% (Y2 Fringe increase: 3%/Y3 Fringe increase: 2%)		6,735 4,180		6,870 4,402
GOAL 1.C	COE Resource Development Dr. Alexander Mawyer: Summer overload (Rank 4-Associate Professor) Fringe Benefits @2.53%	7,019 178	7,019 178		
GOAL 2.C	Teaching Oceania Editor Dr. Monica LaBriola: Summer overload (Rank 3-Associate Professor) Fringe Benefits @2.53%	5,936 150	5,936 150	5,936 150	5,936 150
GOAL 2.C	Student Assistants (Editorial Assistants-Level A41) to support production of Teaching Oceania volumes \$14.90 x 10hrs x 48wks (Y2 \$15.40; Y3 \$16.00; Y4 \$16.50) Fringe Benefits @ 0.95%	7,152 68	7,392 70	7,680 73	7,920 75
GOAL 2.B	Professional Association website development (APT/Web Developer/Pay Band A; Step 12) Fringe Benefits @ 2.53%		4,418 112	4,418 112	
GOAL 2.B, 4.C and 4.E	Graduate Assistant (11-month) Collect and distribute regional news briefs and provide technical assistance with podcast series, professional association website, and other media production (Y1: Step 7; Increase 1 step each subsequent year) Fringe Benefits @ 13.83%	21,288 2,944	22,140 3,062	23,028 3,185	23,952 3,313

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
GOAL 1.A	Non-UH Faculty Speaker 's Fees <u>Early College Training Workshop</u> Consultant fees for training	5,000		5,000	
GOAL 1.B	<u>7th Grade Standards DOE</u> <u>Workshop</u> Speaker's Fees 4 speakers @ \$500/year	2,000		2,000	
GOAL 1.B	<u>Culturally Responsive Teaching for</u> <u>K-12 Teachers Workshop:</u> Speaker's Fees 4 speakers @ \$500/yr	2,000	2,000	2,000	2,000

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
	Outreach Subtotal Salaries	103,687	110,830	106,638	104,917
	Outreach Subtotal Services	9,000	2,000	9,000	2,000
	Outreach Subtotal Fringe	30,455	32,630	34,113	34,659
	Outreach Subtotal	143,142	145,460	149,751	141,576
GOAL 2.E	<i>Instruction</i> PACS108 Lecturer - UH Hilo (Dr. Marata Tamaira) (UHPA Lecturer C \$2,140 x3 credits: Y1 \$2201/credit; Fringe Benefits @ 2.53%	6,603 167	6,735 170	6,870 174	6,870 174
GOAL 3.A	Study Abroad Instructor Salaries (UHPA Lecturer C \$2,140 x3 credits: Y2 \$2245/credit; Y3 \$2290/credit; Y4 \$2290/credit) Fringe Benefits @ 2.53%		6,735 170	6,870 174	6,870 174
	Instruction Subtotal Salaries	6,603	13,470	13,740	13,740
	Instruction Subtotal Fringe	167	340	348	348
	Instruction Subtotal	6,770	13,810	14,088	14,088
	<u>Independent Evaluator for Project Assessment (with NRCEA)</u> Dr. Cari Ryan, Assessment Specialist	3,000	3,000	3,000	3,000
	Assessment Subtotal Services	3,000	3,000	3,000	3,000
	TOTAL SALARIES	122,818	150,373	147,267	132,625
	TOTAL SERVICES	17,000	5,000	12,000	5,000
	TOTAL FRINGE	30,741	33,313	34,811	35,139
3	TRAVEL				
	UH Employees				

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
	Domestic Travel				
GOAL 1.B	Culturally Responsive Workshops for K-12 Teachers 2 faculty members Honolulu to Maui per year Airfare @ \$250 (+100 est. increase per yr) M&IE \$160x3 days = \$480 Acc: 3 nights @\$269=\$807	500 960 1,614	600 960 1,614	700 960 1,614	800 960 1,614
	2 faculty members Honolulu to Hilo per year Airfare @ \$250 (+100 est. increase per yr) M&IE \$117x3 days = \$351 Acc: 3 nights @\$199=\$597	500 702 1,194	600 702 1,194	700 702 1,194	800 702 1,194
	2 faculty members Honolulu-Kona per year Airfare @ \$250 (+100 est. increase per yr) M&IE \$161x3 days = \$483 Acc: 3 nights @\$189=\$567	500 966 1,134	600 966 1,134	700 966 1,134	800 966 1,134
GOAL 2.D	UH Faculty Speaker Series at UU/CSM/CCSF 1 faculty member Honolulu to San Francisco per year Airfare @ \$900 (+\$100 est. increase per yr) M&IE \$74 x 3 days = \$222 Acc: 3 nights @ \$276=\$828	900 222 828	1,000 222 828	1,100 222 828	1,200 222 828
	1 faculty member Honolulu to Salt Lake City per year Airfare @ \$900 (+\$100 est. increase per yr) M&IE \$59 x 3 = \$177 Acc: 3 nights @ \$124 =\$372	900 177 372	1,000 177 372	1,100 177 372	1,200 177 372
GOAL 2.D	Curriculum development workshops at U.S. community colleges and universities				

	PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
		2 faculty members Honolulu to San Francisco Airfare @ \$900x2=\$1800 (+\$100 est. increase per year) M&IE \$74 x 3 days =\$222 x2=\$444 Acc: 3 nights @ \$276 =\$828x2=\$1656	1,800 444 1,656	1,900 444 1,656	2,000 444 1,656	2,100 444 1,656
		2 faculty members Honolulu to Salt Lake City Airfare @ \$900x2=\$1800 (+\$100 est. increase per year) M&IE \$59 x 3 days = \$177 x 2=\$354 Acc: 3 nights @ \$124 =\$372x 2=\$744	1,800 354 744	1,900 354 744	2,000 354 744	2,100 354 744
		UH Faculty travel to professional conferences	6,000	6,000	6,000	6,000
		International Travel				
GOAL 4.A		Library Acquisition				

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
	<p>YR 1 Melanesia: Vanuatu, New Caledonia, Solomon Islands, Papua</p> <p>Est. airfare \$3,500</p> <p>M&IE: \$101 x 21 days = \$2121 (based on avg for all countries)</p> <p>Acc: \$200 x 21 = \$4200</p>	3,500			
	<p>YR 2 Polynesia: Fiji, Samoa, Tonga, French Polynesia</p> <p>Est. airfare \$4,000</p> <p>M&IE: \$103 x 21 days = \$2163 (based on avg for all countries)</p> <p>Acc: \$125 x 21 = \$2625</p>		4,000		
	<p>YR 3 Micronesia: Palau, FSM, Marshalls, CNMI, Guam</p> <p>Est. airfare: \$3000</p> <p>M&IE: \$86 x 21 days = \$1806 (based on avg for all countries)</p> <p>Acc: \$140 x 21 days = \$2940</p>			3,000	
	<p>YR 2 Melanesia: Vanuatu, New Caledonia, Solomon Islands, Papua New Guinea</p> <p>Est. airfare \$3,500</p> <p>M&IE: \$101 x 21 days = \$2121 (based on avg for all countries)</p> <p>Acc: \$200 x 21 = \$4200</p>			1,806	3,500
				2,940	2,121
					4,200
GOAL 3.A	<p>New Study Abroad Programs</p> <p>YR2 Palau</p> <p>Instructor, Airfare 1 @ \$2000</p> <p>Instructor, Lodging @ \$204 x 30 days = \$6120</p> <p>Instructor, M&IE, \$136x30 days=\$4080</p> <p>YR3 Fiji</p> <p>Instructor, Airfare 1 @ \$2000</p>		2,000		
			6,120		
			4,080		
				2,000	

	PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
		Instructor, Lodging @ \$187 x 30 days = \$5610 Instructor, M&IE, \$100x30 days=\$3000 Y4 Marshall Islands Instructor, Airfare 1 @ \$2000 Instructor, Lodging @ \$139 x 30 days = \$4170 Instructor, M&IE, \$76x30 days=\$2280			5,610 3,000	2,000 4,170 2,280
	GOAL 3.B	Negotiations to establish overseas internships Fiji Airfare: \$2000 M&IE: \$100*4 days=\$400 Acc: \$187*4=748 Palau Airfare: \$2000 M&IE: \$136*4 days=\$544 Acc: \$204*4 days=\$816	2,000 400 748	2,000 544 816		
	GOAL 2.D	Curriculum development workshops at community colleges and universities in U.S. affiliated Pacific Islands				

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
	American Samoa Community College 2 faculty members Honolulu to Pagopago Airfare @ \$2000x2=\$3000 M&IE \$77 x 5 days = \$385 x 2= \$770 Acc: 5 nights @ \$139 =\$695 x 2= \$1390 College of Micronesia (Pohnpei National Campus) 2 faculty members Honolulu to Pohnpei Airfare @ \$2200x2=\$4400 M&IE \$72 x 5 days =\$360x2= \$720 Acc: 3 nights @ \$129 =\$387x2=\$774		4,000 770 1,390		4,400 720 774
	UH Faculty Professional Conferences and Research Est. 6 faculty members @ \$3500 each	21,000	21,000	21,000	21,000
	TOTAL TRAVEL	58,236	76,475	65,023	71,532
5	SUPPLIES				
	<u>Outreach</u> Goal 1. B K-12 Digital Resources Project Goal 2. D2; Goal 2. G4 International workshops and conferences		500 2,000		1,000 2,000
	Goal 4. D Pacific Speaker Series at CC and MSIs supplies	250	250	250	250
	TOTAL SUPPLIES	250	2,750	250	3,250

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
	OTHER				
	<i>NON-UH FACULTY TRAVEL</i>				
	Domestic				
GOAL 2.A	<u>Develop U.S. Pacific Islands Studies Professional Association</u> U.S. based community college and university faculty travel to Honolulu for organizational workshop (College of San Mateo, City College of San Francisco, University of Utah) Airfare @ \$800 x 3 = \$2400 M&IE: \$138 x 4=\$552 x 3 = \$1656 On-campus accommodation: 5 nights @ \$75 x 3 persons = \$1125	2,400 1,656 1,125			
GOAL 2.C	<u>Develop more digital textbooks for undergraduate courses as part of Teaching Oceania iBook series</u> Four participants from U.S. based community colleges and universities to collaborate with international participants at workshop to develop new volumes for iBook series Airfare @ \$800 x 4 = \$3200 M&IE: \$138 x 4 days=\$552 x 4 = \$2208 On-campus accommodation: 4 nights @ \$75 x 4 persons = \$1200		3,200 2,208 1,200		3,200 2,208 1,200
	International				

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
GOAL 2.A	<u>Develop U.S. Pacific Islands Studies Professional Association</u> Community college and university faculty from Palau and Guam (or Federated States of Micronesia) to travel to Honolulu for organizational workshop Airfare @ \$2200 x 2= \$4400 M&IE: \$138 x 4=\$552 x 2 = \$1104 On-campus accommodation: 5 nights @ \$75 x 2 persons = \$750	4,400 1,104 750			
GOAL 2.C GOAL 2.G	<u>Develop more digital textbooks for undergraduate courses as part of Teaching Oceania iBook series</u> <u>Oceanic ensemble symposium to increase opportunities and</u> Four international participants from French affiliated Pacific community colleges and universities to collaborate with U.S. based participants at workshop to develop new volumes for iBook series and participate in the Oceanic ensemble symposium Airfare @ \$2000 x 4 = \$8000 M&IE: \$138 x 6 days=\$552 x 4 = \$2208 On-campus accommodation: 6 nights @ \$75 x 4 persons = \$1200		8,000 2,208 1,800		8,000 2,208 1,800
Goal 4. D	<u>Pacific Speaker Series at CC and MSIs: Speaker travel</u> Airfare 1 @ 1800 x 1 per year M&IE: \$138 x 7=\$966	1,800 966	1,800 966	1,800 966	1,800 966

PMF Cross- reference	Budget Categories	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021- 22
Goal 4. D	On-campus accommodation: 7 days X \$75= \$525	525	525	525	525
	<u>Pacific Speaker Series at community organizations: Speaker travel</u>				
	Airfare 1 @ 1800 x 1 per year	1,800	1,800	1,800	1,800
	M&IE: \$138 x 7 =\$966	966	966	966	966
	On-campus accommodation: 7 days X \$75= \$525	525	525	525	525
	TOTAL NON-UH FACULTY TRAVEL	18,017	25,198	6,582	25,198
	TOTAL DIRECT COSTS	247,062	293,109	265,933	272,744
	INDIRECT COSTS @ 8%	19,765	23,449	21,275	21,820
	NRC TOTAL	266,827	316,558	287,208	294,564
	FLAS				
	Undergraduate FLAS				
	Institutional Payment 4@ \$10,000	40,000	40,000	40,000	40,000
	Subsistence Allowance 4@ \$5,000	20,000	20,000	20,000	20,000
	Graduate FLAS				
	Institutional Payment 4 @\$18,000	72,000	72,000	72,000	72,000
	Subsistence Allowance 4 @\$15,000	60,000	60,000	60,000	60,000
	TOTAL FLAS	192,000	192,000	192,000	192,000
	TOTAL NRC AND FLAS	458,827	508,558	479,208	486,564